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ABSTRACT

The result of a survey of editors, students, teachers, and others knowledgeable in the field, this report provides profiles of 10 quality journalism schools and 10 outstanding instructors. Following an introduction and a description of the nature of the survey, the first portion of the guide presents descriptions of the journalism programs by their respective deans for the following schools: (1) University of Missouri, (2) Northwestern University, (3) University of Kansas, (4) Indiana University, (5) Columbia University, (6) University of North Carolina, (7) University of Florida, (8) University of Texas at Austin, (9) Ohio University, and (10) Syracuse University. The second portion of the guide presents profiles of 10 influential instructors, four of whom are on the faculty of the above-mentioned schools. The final portion of the guide presents five short essays on various aspects of journalism education, including a prescription for making journalism schools tougher, the need for reporters to understand statistics and quantitative research, and recruiting journalism students in a tight job market. (HTH)

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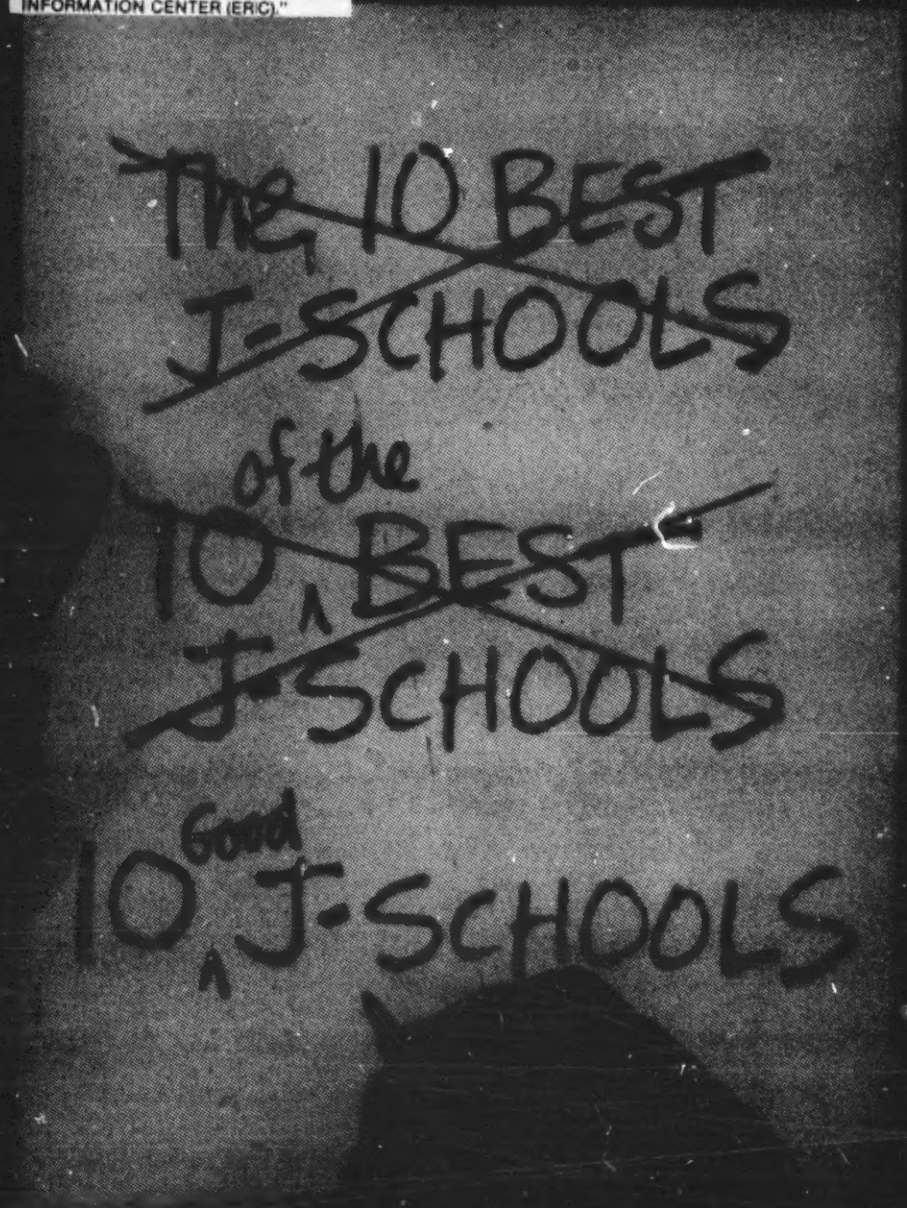

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1983 Report
Journalism Education Committee
Associated Press Managing Editors
Louisville, Kentucky

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This report steps on a few toes.

It purposely sought out opinions about journalism education from many quarters who disagreed with the merit of even asking the questions, at least in the way we posed them.

The first half of this report attempts to identify "10 good J-schools" and "10 good J-profs." Vice Chairman David Hawpe repeats, again and again, that we are not ranking the schools (nor the professors). For the record, I will underscore that: Hawpe's report on schools and Carl Keith and Co.'s reports on journalism professors seek to identify institutions and teachers who are representative of the best in the field. They are not the only ones. They are not a top 10 or a 10 best (as the cover of this report tries to suggest). But in surveys by Hawpe and Ron Thornburg of editors, students and teachers, and in conversations with others knowledgeable in the field, these were the schools mentioned most often and some of the people praised most highly.

However inconclusive these results may be scientifically, they are useful if only to show the lack of a consensus. They may also be useful in acquainting editors (who are consumers of the J-school "product," after all) with the programs and people at some of the leading schools, and with the folly of assuming that an education at a particular school is any kind of guarantee of future success or failure in journalism. In many ways, this report strengthens the notion that there are many good J-schools out there — not just a "Big Three," as some in the schools feared we would conclude.

The provocative thoughts of Michigan State Professor Michael Burgoon on the state of journalism education also ought to ruffle a few feathers.

We decided to seek an expansion of his remarks to APME in San Diego because they seemed so strongly felt and yet received such little time (perhaps 60 seconds during a morning panel discussion).

Of course, there are opposite views to Burgoon's. But Burgoon's are not off the cuff. They are predicated on research involving hundreds of editors and reporters at dozens of newspapers (and a few television stations) and in first-hand observation at his own university and in his travels. Aired fully, they should help frame some of the principal issues in future debates about journalism education. They are not presented here as the last word, but as a starting point for further discussion. Our hope is that Burgoon's comments here will be studied and debated in forums besides our own.

The other reports of this committee are efforts to shed light on some other aspects of journalism education.

As this chairman has learned in the course of this year's study, there is plenty of room for more understanding in the newsroom of what is going on in the classroom — and vice versa.

— Lawrence K. Beaupre

10 good J-schools

Talent is where they find it, editors say. And, oh yes: this is NOT a ranking.

By DAVID HAWPE
Louisville Courier-Journal

Here is a report that was condemned before it was finished.

I knew we were in trouble in May, while we were still waiting to hear from the 600 APME members we polled on the subject of good journalism programs. A letter arrived about that time from James W. Carey, dean of the College of Communications at the University of Illinois, Urbana-Champaign.

"We have been informed that you are undertaking a study designed to yield a quality ranking of programs in journalism," he said on behalf of the Association of Schools of Journalism and Mass Communications.

The group, Carey added, had adopted the following resolution at a recent meeting:

"Given the diversity of programs in journalism education and the fact there are no known procedures for generating reliable rankings of such programs, ASJMC recommends that APME reconsider proceeding with or publishing the results of the survey of journalism education currently under way as it will be counterproductive to journalism education."

How the ASJMC members knew this report would be counterproductive before asking us what we were doing, I am not sure.

If they had asked, I would have told them that we didn't intend to rank journalism programs.

Let me repeat that. We are not going to rank journalism programs.

WHAT WE WILL TELL YOU is this: When asked which programs are sending them the best young journalists, editors named 89 different schools. They gave the most frequent mention to these programs, in this order: Missouri, Northwestern, Kansas, Indiana, Columbia, North Carolina, Florida, Texas, Ohio University and Syracuse.

That's not a ranking. It's a reflection of editors' perceptions. And the most impressive thing about the results is that so many schools, scattered all over the country, were mentioned.

In order to give the journalism administrators their full say, let me quote Carey directly. He said, "I have no particular interest in or objection to your group undertaking a study of 'quality' in journalism education. I only believe that it is irrelevant, that it won't move education or anything else out of the shadows, and that it will do more harm than good.

"If we assume that one can in principle conduct such a study (a very dubious assumption), it is still unlikely that your committee will have the resources and staff to generate a reasonably veridical picture of what is going on in education. As a result, you will most likely produce a structure of prejudice and designate it a structure of fact.

"I've spent part of a lifetime studying public opinion polls and find them a dubious instrument through which to conduct our politics, our athletics, or our moral life. I cannot imagine them an instrument for the evaluation or improvement of education. I think on that point we simply have to live with our differences."

Douglas Ann Newsom from Texas Christian University wrote to say, "ASNE will be rating programs, I suppose, by the quality of news editorial, print, writers and editors. That leaves huge areas of our programs unranked. However, someone reading the 'ranking' or 'evaluation' or whatever you call it, will not understand our field well enough to appreciate that point."

Well, apart from mistaking ASNE for APME, Newsom also mistakenly believed that we were going to do a ranking.

Let me say it one more time: This is not a ranking.

JOURNALISM PROGRAMS are complex things. They involve scholarly research. They involve service to community and craft. They involve classroom instruction, practical exercise, internships.

So what are we measuring here? We are trying to find out where editors think good journalism training is taking place, as indicated by the quality of new staffers they hire.

We sent cards to about 600 members of APME. We received 240 replies.

The cards asked the members to fill in the names of the three programs, graduate or undergraduate, from which they get the best young journalists these days.

What was the answer?

Editors say they are getting the best young people from 89 different schools, in all parts of the country. That was an encouraging sign for those of us who think journalism education gets a bum rap from some working professionals. It told us that, taken as a group, editors have a lot of confidence in a lot of journalism education.

Typically, an editor filling out the card would name one or two schools some distance from his or her newspaper, then at least one school nearby. That tells us something else that we suspected; editors rely heavily on the best schools in their vicinity. They may be willing to condemn journalism education in general, but they like the school down the road — the one they have to depend on most heavily.

Ralph Lowenstein, dean of the College of Journalism and Communications at the University of Florida, predicted the regional emphasis. He said: "Rankings are a popularity contest based, at best, only on one aspect of the school's educational processes. Like many state schools, our enrollment comes primarily from Florida (the university takes only 10 percent from out of state), and our surveys show that 68 percent of our students take their first job in Florida; 62 percent take their second job in Florida. Although we think we rank with the best, we are unlikely to get votes from managing editors in Montana, who know nothing about our school. But those managing editors have heard of Missouri, Northwestern and Columbia, national schools that take a majority of their students from out of state and, thus, deliver these students back out of state."

I feel like saying that what we have here, as in that famous scene from *Cool Hand Luke*, is a failure to communicate.

As we shall see later, Lowenstein underestimated either the editors or his school's reputation.

At least one editor agreed with the journalism educators who think this survey shouldn't have been done. Tim Kelly of the

Denver Post said it was "goofier than most."

"It's like the AP basketball poll," he said. "No editor sees candidates from every college. And, besides, some of the best journalists I've ever had (a) didn't go to journalism school or (b) went to a school that doesn't even have a journalism program — Vanderbilt."

That didn't stop Kelly from listing his choices, including his assessment of "journalists from non-journalism programs: 1. Vanderbilt, 2. Harvard, 3. Stanford."

Tim never was one to take chances.

Another reluctant editor was Don Buchanan of the *State Times* in Baton Rouge. He said, "I wish I could contribute something to the study, but I don't feel that I know enough about the quality of instruction at the major J-schools — with the exception of Louisiana State University — to assess those other schools properly.

"Our newest employees are a mixed bag. They have come to us from the University of Georgia, the University of South Carolina, Youngstown State University, Kent State, Notre Dame, Southeastern University at Washington, D.C., the University of Maryland, Georgetown University, etc. And, it's unfair to attempt to judge a school by one graduate."

Sid Hurlburt at the Wilmington (Del.) *News Journal* took the same view: "In 10 years as a managing editor and executive editor, I have run into so many good and bad graduates of the same school or good and bad former students of the same professor that it's impossible to give an honest answer to your question. Any answer would, I fear, be based primarily on hearsay and not on empirical evidence."

Well, we did it anyway, and I think the results are interesting.

Lowenstein was right about one thing. Over the years, when editors talked about journalism education, they paid lots of attention to an ostensible "Big Three" — the University of Missouri, which was mentioned by 90 of those responding to our survey; Northwestern University, which was mentioned 85 times, and Columbia University, which got 39 mentions.

But in our survey, there was no "Big Three." If anything, there was a "Big Five."

At least a couple of new schools seem to be enjoying this kind of broad recognition among editors: the University of Kansas, which was listed by 48 who answered our survey, and Indiana University, which was listed by 41.

THIS OUTCOME was interesting, juxtaposed against a coment made by Carey, who said, "Rankings of academic programs in all fields, but particularly in journalism, are notoriously unreliable and subjective, even more unreliable and subjective than rankings of newspapers.

"Any group undertaking such a ranking has little contact with the programs under review and rarely have any shared standards of evaluation. As a result, they tend to automatically reproduce a prestige hierarchy that has become a mere convention. Reputations are established and diminished on the flimsiest knowledge and after the most casual study."

Were that true, I doubt that Kansas and Indiana would have invaded the ranks of the traditional "Big Three."

The next five schools, listed in order of mention, were the University of North Carolina at Chapel Hill, 20; the University of Florida, 18; the University of Texas at Austin, 13; Ohio University, 10; and Syracuse University, 10.

Florida's Dean Lowenstein should have had more faith in editors. He wrote, "I am happy to hear you are not ranking the schools. (He was one of the few who got that message.) Even so, I doubt if we would be ranked among the top 10 schools in the country, if the ranking were based on a poll taken among the nation's managing editors. Reputations, as opposed to quantifiable worth, build slowly and also die slowly. We are building." Actually, his school was mentioned by editors in Georgia, Ohio, New York, Oregon and California, as well as Florida.

Three big Midwestern universities were mentioned by nine editors each: the University of Michigan, the University of Nebraska and Ohio State University. Penn State was mentioned eight times, and the University of Illinois was mentioned seven times.

The wide dispersal of support is obvious. There are 74 more schools on the list.

Some are big state universities with journalism programs that enjoy a fine reputation among professionals and educators — schools such as Georgia, Minnesota, South Carolina, California (Berkeley), Oregon.

Others may not be familiar to some folks, but they are to others who follow journalism education closely — places like Western Kentucky, Fresno State, Ohio Wesleyan, Virginia Commonwealth, Drake, North Texas.

The point is, I repeat, that editors had good things to say about lots of schools.

For the record, some editors didn't list any schools at all. One from the *Arkansas Gazette* said that the three programs from which he gets the best young staffers are, "1. Experience. 2. Experience. 3. Experience."

So much for the numbers.

Having identified the schools from which editors say they are getting well-trained new employees, we thought we should ask the schools why they think their programs are strong.

The answers vary greatly, as do the programs. That, too, tells us something about journalism education.

On the following pages are what 10 journalism school administrators have to say, in their own words, about the strengths of their schools.

UNIVERSITY OF MISSOURI

"Through 60 years, the School of Journalism has learned that the discipline, the competitiveness, and the social responsibility of journalism can best be learned in the crucible of a commercial journalism experience."

Roger Gafke, associate dean:

Here are the key points about the program:

1. Our program is primarily a liberal arts course of study; 90 of 120 hours are taken outside the School of Journalism.

2. Our course of study is integrated with the publication of a general-circulation daily newspaper and the operation of a commercial television station (ABC) and a radio station. To be successful in our program, a student must produce quality journalism under severe real time deadlines. The media are living laboratories. Our full-time faculty serve as editors and supervisors in those media operations.

In effect, with the school's media, a student is at work as a journalist in Columbia, Mo., for the two final years of college. When he or she graduates, the student is ready for the next job, not the first one.

3. Students enroll in our journalism courses in the junior and senior years; however, our faculty serve as academic advisers and career counselors for students throughout the four years of their course of study. That counseling is as important as anything we do.

4. We have an aggressive placement service to help students develop career-building skills.

We have about 700 undergraduate students, 240 graduate students (including about 12 doctoral students). The students come from 40 states and nearly 20 foreign countries. We have about 50 full-time faculty members and 20 part-time faculty.

Not only is the message of journalism sometimes unpalatable to some, or all, of the journalist's audience. It is a message that in good conscience the journalist cannot control. Standards of news judgment do not adapt to what the traffic will comfortably bear. To handle a controversial message in such a manner that the audience does not seek to slay the messenger is an eternal challenge to the professional journalist.

Add to the complexities of audience and message a rigorous deadline that cannot be compromised, and you have a third distinctive aspect of the nature of journalism. News, by definition, includes a large component of time. As one famous editor has said, "It is not a question of getting it first or getting it right. News is both first and right."

A school of journalism which seriously purports to train young people for careers in journalism must address itself strongly to these characteristics. Through 60 years, the School of Journalism has learned that the discipline, the competitiveness, and the social responsibility of journalism can best be learned in the crucible of a commercial journalism experience.

A commercial medium uniquely must maintain the support of its audience. To fail to do so means almost immediate loss of its circulation. A drop in newspaper circulation inevitably brings a drop in advertising rates. Likewise, a drop in television audience brings an almost immediate drop in advertising dollars. No other type of mass media requires the responsiveness to reader and listener concerns as completely as does a commercial medium.

The dependency upon audience shapes the nature of commercial publishing and broadcasting for both good and bad.

A student who is eventually to work successfully in this both "good and bad" professional environment must have no illusions about its character. This fact was well understood by the farsighted persons who established the University of Missouri School of Journalism.

They literally built the school around the presses of the *Columbia Missourian*, a commercial daily newspaper serving residents of Boone County. The *Missourian* was founded and exists today to introduce Missouri students to the world of commercial journalism under the concerned guidance of an experienced faculty. At the *Missourian* the "Missouri system" was first tested and perfected. It proved to be a hard, frustrating, tension-laden, and sometimes institutionally precarious system of education. But it worked, and from the doors of this school came more leaders of the 20th-century American communications media than from any other school.

It was a chance of fate that in 1908 in Columbia, Mo., existed the economic and social elements that permitted the *Missourian* to thrive as a newspaper, as well as an educational laboratory. A smaller town could not have supported the *Missourian*. And a larger city would have demanded more in capital and management than the Missourian Association could provide. Other schools have experimented with the Missouri system and failed, not so much because of lack of commitment to the educational objective, but because of a community economic environment not conducive to such a laboratory operation.

When radio and television rose as serious components of the news media, the School of Journalism applied the Missouri system to the training of broadcast newsmen.

NORTHWESTERN UNIVERSITY

"Medill's academic philosophy is to learn by doing, and there are few places that equal Chicago as a classroom."

Jack Holley, director, Undergraduate Division:

I am very pleased that Medill has been "mentioned by a significant number of editors" as a school that provides "particularly well trained" graduates.

We feel we do that at both the undergraduate and graduate levels.

I have asked my administrative assistant, Marie Goodale-Sussen, to respond to your questions regarding the basic programs. I will focus here on what I think makes our program strong. Let me cite five strengths, not in any order or priority.

☐ First, program.

The journalism courses here emphasize the practical, but the practical is blended with the more academic subjects.

Medill places a strong emphasis on writing and reporting, starting with the entry-level freshman course, Basic Writing, and continuing through the Reporting of Public Affairs courses in the graduate program.

The program is innovative, but again with a practical bent. Undergraduates who qualify spend one-quarter of their junior year as a reporter and copy editor at one of more than 20 selected newspapers across the country.

Our graduate students can spend a quarter in Washington, where they string for newspapers or broadcast stations.

The graduate seminars are tied closely to the reporting courses the students are taking. For example, the Urban Seminar students are required to do a public policy analysis. The research for that project can become the base for a major project they do for the companion reporting class.

And, of course, not the least of the strengths is that we are part of Northwestern University, an excellent institution academically. That is especially important to our undergraduates, who spend 75 percent of their course time outside of Medill.

☐ Now faculty.

Faculty members reflect the blend of the practical and the academic. In our graduate program, for example, a newspaper case study is being team-taught by a former managing editor and a social psychologist. The editor is teaching newspaper operations and management, and the psychologist is teaching research methods for journalists.

Likewise, instructors for a magazine publishing project include a contributing editor to *Rolling Stone* magazine, two magazine consultants, a magazine editor and an artist. Our Urban Writing courses are taught by faculty who have experience on big-city daily newspapers, and the course's companion seminar usually is taught by a faculty member with a doctorate in public policy. Our Economics Reporting class is usually taught by a former business editor. Our broadcast program also combines professional experience with academic programming.

Adjunct faculty add to the quality of Medill's program. To supplement full-time faculty, Medill brings in working professionals to help teach some courses. Our Legal course and its companion seminar are often taught, in part, by an assistant U.S. attorney who has expertise in libel. Medill's undergraduate Basic Writing and News Writing labs are taught by working Chicago journalists, as are our copy editing labs.

☐ And the students.

Excellent students attend Medill. The average GPA of students entering the graduate program is around a 3.3. Next fall's freshmen rank in the top 6 percent of their graduating class. Nearly half of the Medill undergraduates who apply for internships receive them. Each year more than 90 percent of the students who receive a master's degree find employment in media-related fields within six months. Ninety-three percent of the MSJ's graduates found a job within six months last year.

☐ Our location.

Northwestern's location is almost perfect for an urban journalism school. The campus is located on the shore of Lake Michigan in the first suburb north of Chicago. It is 30 minutes by mass transit from Chicago, one of the largest media markets in the world. Our students have the opportunity to cover big-city government and events firsthand. In addition there is a pool of media talent in Chicago that Medill utilizes. Our students work alongside reporters for the Chicago daily newspapers and television stations and are taught by these professionals. Medill's academic philosophy is to learn by doing, and there are few places that equal Chicago as a classroom.

In addition to the Evanston campus, Medill has offices in downtown Chicago — a 10-minute walk from City Hall — and in Washington, D.C.

☐ Tradition.

Medill's reputation is built on 62 years of training students to be ready to take their places in the newsroom. Medill has a reputation of excellence, and this allows us to attract not only top students but also top faculty. It is a continuing process. Our faculty demands hard work and quality copy from their students. And the students expect their teachers to know the business.

Medill's long and continuing history of excellence was amply illustrated this year, when a graduate from the 1940s won a Pulitzer Prize for feature reporting and a graduate from the 1980s was nominated for a Pulitzer.

UNIVERSITY OF KANSAS

"Our strength stems from a faculty with many years of professional experience and continuing commitment to improving the profession as well as developing the student."

Del Brinkman, dean:

I am pleased to know that the William Allen White School of Journalism was mentioned by a significant number of editors in the study you are doing for the Associated Press Managing Editors. I know it is difficult to pin down this kind of evaluation, but your approach appears to be a good one. We work hard at Kansas to provide the kind of atmosphere and opportunities which lead to a balanced education and preparation for professional journalism work. We feel good about our efforts and the results in many areas of our progam, but we are constantly looking at what we do and trying to improve in areas where we are weak.

We have 717 students in five sequences of undergraduate work and in our graduate program. Of that total, 65 are in our master's program and 652 are undergraduates. We have 207 students in the news-editorial sequence. Of that group, 132 are in the newspaper emphasis.

We are accredited by ACEJ/MC in news-editorial, advertising and general broadcasting. We have not sought accreditation for our magazine, photojournalism and graduate programs. Our overall unit also is accredited. We offer sequences in advertising, magazine, news-editorial, photojournalism and radio-television film.

We have 32 full-time and 12 part-time faculty.

Our strength stems from a faculty with many years of professional experience and continuing commitment to improving the profession as well as developing the student. Faculty members keep up with changes in the field through internships, seminars and research.

The faculty begins contact with many students in their freshman year through academic advising, although the students are not in the school until their junior year. This advising guides students to prepare themselves well in the liberal arts and sciences including such areas as economics, political science, history and English. When they are in the school, students meet with their advisers regularly.

The news-editorial sequence of courses, Reporting I, Reporting II, Editing, Public Affairs Reporting, Advanced Reporting and/or Advanced Editing, Editorial and Interpretative Writing, provides a logical progression of skill development as students cover the city, the state and the region. This sequence also allows most students four semesters of varied realistic experience on the University *Daily Kansan*. Always high rated, this newspaper was rated perfect in its circulation group in fall 1982 by the American Press Institute (ANPA members judged it).

In addition to the *Kansan* experience, the school has an extensive internship program. Many students have two-week internships on newspapers during the semester breaks in the junior and senior years and in the summer following the junior years.

The instruction of our faculty is enriched by the presence of our Gannett Professional in Residence, who is here for an academic year, and by the two- to five-day visits of several editors in residence during each semester.

This year the addition of the computer system in the *Kansan* and the opening of more functional classrooms contributed to our ability to do a better job.

INDIANA UNIVERSITY

"To prepare young journalists for the technological, information-based society of the 21st century, the school has developed a curriculum that balances instruction in journalism history, communications law and press ethics, as well as rigorous training in writing, reporting and editing."

Richard Gray, dean:

"I really like to hire from I.U. You can put the new employee on the job and the next day get a story. And those first stories don't need a lot of initial editing. These people hit the ground running."

This evaluation of Indiana University's journalism education comes from Steve Fagan, managing editor of the Jackson (Miss.) *Clarion-Ledger*, in comment before the American Press Institute. An I.U. journalism graduate who hit the ground running in Jackson is Nancy Weaver, one of the reporters primarily responsible for the paper's 1983 Pulitzer Prize.

Thanks to the I.U. School of Journalism's emphasis on the teaching of writing and editing, students have gone straight out of college as reporters and copy editors to such leading newspapers as the *Chicago Tribune*, Louisville *Courier-Journal* and *St. Petersburg Times*. This popularity in recruitment results in part from the balance the school maintains between skills work and theoretical training. To prepare young journalists for the technological, information-based society of the 21st century, the school has developed a curriculum that balances instruction in journalism history, communications law and press ethics, as well as rigorous training in writing, reporting and editing.

The I.U. program is also based on the belief that journalism education should be grounded in the liberal arts. Therefore, students are required to take a second major in such subjects as political science, history, English, sociology, psychology or a foreign language.

The faculty's commitment in 1968 to developing this blend of professional training with scholarly pursuits helps account for the outstanding accomplishments of I.U. journalism majors in recent years. In the last five years the school has produced a Rhodes Scholar, a Marshall Scholar, six Presidential Scholars and numerous Phi Beta Kappas.

There are about 950 majors from the freshman through the doctoral levels. They are taught by a full-time faculty of 24, 6 part-time lecturers and 20 teaching assistants. To fulfill its aspirations in creative teaching and research, the school has sought faculty members who have rich professional experience as well as degrees in a variety of graduate disciplines. I.U. journalism professors hold advanced degrees in such academic specialties as political science, history, English and mass communications. This balance between professional expertise and scholarship enables the faculty to teach and do research from the perspectives of both the humanities and the behavioral sciences.

The School of Journalism is accredited in news-editorial, broadcast, photojournalism and magazine sequences and in the professional master's program. It also offers specializations in high school teaching, advertising and public relations. To provide modern, innovative instruction, the school renovated Ernie Pyle Hall at a cost of $2.5 million in the mid-'70s and has upgraded equipment periodically since then.

The faculty urges students to enrich their classroom work with practical experience, both on campus and in professional internships. The main campus experience is on the *Indiana Daily Student*, a five-morning-a-week-newspaper of 10,000 paid circulation. Majors are not required to work on the paper, but most of the 135 staff members are editorial and advertising majors. The *Daily Student* regularly wins both collegiate and professional awards.

In the 1981-82 school year 157 students worked as interns in a variety of media. I.U. journalism majors regularly hold internships on such newspapers as *The Washington Post*, *Chicago Tribune*, Louisville *Courier-Journal*, *Milwaukee Journal*, *Cincinnati Enquirer* and *St. Petersburg Times*.

Placement of majors has been excellent, and editors have been very complimentary about I.U. graduates they hire. For example, Phil Currie, vice president for news staff development for Gannett newspapers, who recruits all over the country, said: "Of the journalism schools we visit, Indiana ranks as the most consistent in turning out truly creative people. I count on several bright, creative and sometimes a little offbeat students coming through for interviews. We have hired many of them. . . . I believe there is a correlation between a strong student newspaper and the number of strong journalism candidates at a school."

Further, the school is known for innovation and creativity in visual communications. Students have won three first places in the Hearst Photojournalism Competition, the latest in May 1983.

The students' success in securing significant media jobs and in rising to leadership in the profession is due mainly to the recognition the school has achieved for its rigorous academic and professional standards. The faculty still considers C as average, B as above average and A as superior. Therefore, students are proud of their degree.

COLUMBIA UNIVERSITY

"New York City, in its richness and its poverty and all its diversity of resources, is the school's working laboratory. . . . The moment students arrive they are plunged into a professional setting. The emphasis, however, is on the ideas that put the breaking news into perspective, the fields of learning that can help explain its significance."

Osborn Elliott, dean:

Columbia's Graduate School of Journalism has long enjoyed the reputation among many professionals as being pre-eminent in its field. We believe that this reputation must be continuously re-earned by striving for the highest standards of teaching, research and ethical conduct in a profession that has become ever more central to the functioning of our world.

The school has certain indisputable advantages, beginning with geography. It lies at the heart of a leading university, in the midst of a great city that is at once an enormously stimulating news laboratory and the communications capital of the world. This geographical happenstance has a lot to do with some other advantages we enjoy — the quality of students we attract, for example, and the faculty members who want to teach here.

The Journalism School is more than a teaching institution in the traditional sense; its influence is felt far beyond the reaches of Morningside Heights here in New York. *The Columbia Journalism Review*, for instance, is constantly — and constructively — goading the print and broadcast media throughout the country to improve their performance. And by administering the foremost prizes in journalism — including the Pulitzers, the National Magazine Awards, the Mary Moors Cabot Prizes and the Alfred I. du Pont-Columbia Survey and Awards in Broadcasting — we honor outstanding accomplishments in the field. Through our newly established Media and Society Seminars, conducted in cities across the U.S., we seek to spread understanding of the media's role — and responsibilities — in our increasingly complex society.

Our standards are high, our demands exacting — and the rewards, we hope, fulfilling. We prepare aspiring journalists for that most exciting and crucial profession by exposing them relentlessly to the real world, and by placing them in situations so difficult that the only way out is to think.

The program leading to the Master of Science degree builds upon the student's already strong liberal arts background. The purpose is not simply to train candidates for the first or next job in the field, but to educate them for significant careers. The curriculum is designed to help students draw on and supplement their basic education so that they are better equipped to handle intelligently the fundamental issues of the day; to expose them to the principles and ethics intrinsic in the profession; and to enable them to polish their presentation and develop their professional skills. The hope is that Columbia journalists will not only be competent practitioners by today's standards, but that they will help raise these standards by pioneering in the various forms of journalism.

For a full academic year students find themselves in the high-pressure deadline atmosphere of the journalism profession through their assignments in fieldwork, reporting, writing and editing. Teacher-editors who have also been working journalists closely supervise the students' production of laboratory newspapers, magazines, and television and radio programs, and critique individual assignments. New York City, in its richness and its poverty and all its diversity of resources, is the school's working laboratory -- Wall Street and the United Nations; the neighborhoods of Brooklyn, Queens and the Bronx; City Hall, Lincoln Center, the courts, and the public schools.

The nine months spent at the school are unlike any other academic experience. The moment students arrive they are plunged into a professional setting. The emphasis, however, is on the ideas that put the breaking news into perspective, the fields of learning that can help explain its significance.

Most of the curriculum consists of required courses in the school, but there is wide variety among the requirements. Students can choose to specialize in such areas as foreign correspondence, business and economic writing, coverage of the arts, and metropolitan reporting. The core course, Advanced Reporting and Writing, covers the basics of journalism applicable to all media: how to write a lead, structure a story, cover a neighborhood or a government agency; how to cover spot news and investigative stories. The autumn term gives an overview of the profession as students begin to confront, as journalists, its ethical and philosophical aspects in the seminars; basic skills are refined and issues brought into focus.

The master's project, which spans the autumn and spring terms, requires intensive researching and writing for a substantial piece of journalism of publishable quality. In the spring, students develop expertise in one field as they tailor their schedules to their particular interests. Workshops range from broadcasting news programs twice a week to working on a magazine, a television documentary, a newspaper or the Columbia News Service.

UNIVERSITY OF NORTH CAROLINA

"The school has a strong commitment to increasing the minority presence in all aspects of journalism. We have two full-time faculty members who are black, and we work constantly to increase the number of minority students in the undergraduate and graduate level."

Richard Cole, dean:

For almost 60 years the School of Journalism at the University of North Carolina at Chapel Hill has built an impressive record of service. Through excellent teaching, research and public service, through its students, faculty, alumni and friends, the school has been a force in journalism education and the mass media of North Carolina and beyond. It is the only school or department of journalism in North Carolina.

Today the more than 3,500 alumni of the school are active in virtually every aspect of journalism and mass communication. Many are trend-setting newspaper executives. Others hold high positions with international news agencies, magazines, broadcasting companies and advertising agencies; in business journalism and public relations; and in research, government, education and industry.

The school has all three degree programs: the bachelor's, master's and doctorate. Enrollment, which has grown enormously in recent years, is more than 450 majors (juniors, seniors and graduate students; freshmen and sophomores are not counted as major). Approximately 90 percent are undergraduates, and 10 percent are graduate students.

The school has an excellent reputation, and relations with the mass media are first-rate. The primary role of the school has been and continues to be the education of young people for professional careers in the mass media of North Carolina, and most especially in newspapers in the state. Over the years, this has fostered close, harmonious relations with the state press.

The other mass media play an important role in the school also, and students from across the United States and from other countries come to Chapel Hill to study journalism and mass communication. The school constantly strives to serve them all, and to advance the field of journalism and mass communication everywhere.

The school has 19 full-time and eight part-time faculty members and a few teaching assistants. Everyone, including the teaching assistants, has some professional mass media experience, and most have several years of experience. Some have more than 20 years of experience each. One professor emeritus, Vermont Royster, is the former editor of *The Wall Street Journal* and a Pulitzer Prize winner. Another professor, Phil Meyer, is the former director of all news and circulation research of the Knight-Ridder group of newspapers and a master of precision journalism. Another faculty member, Jim Shumaker, edited two different newspapers and is familiar with virtually every newspaper in North Carolina.

In 1978, the school received the first unit accreditation in the United States that was granted by the official accrediting agency, the Accrediting Council on Education in Journalism and Mass Communications. This accredited the entire school and specifically recognized its undergraduate news-editorial curriculum for the M.A. degree. Options in broadcast journalism and in public relations under the news-editorial sequence are offered also.

The school publishes the *UNC Journalist*, a laboratory newspaper that is mailed to alumni and friends, four times each year, and *JAFA News*, the quarterly printed newsletter for the school's Journalism Alumni and Friends Association. The university student newspaper, *The Daily Tar Heel*, is independent of the school, but majors work on it a great deal. They also work on other campus newspapers: *Black Ink*, *The Phoenix*, and *She*.

And we stress the importance of summer internships.

The school has a strong commitment to increasing the minority presence in all aspects of journalism. We have two full-time faculty members who are black, and we work constantly to increase the number of minority students in the undergraduate and graduate level.

Students must pass the school's diagnostic writing examination before they enter. If they fail, they must take an advanced course in expository writing in the Department of English and make at least a C in it. In addition, before students are graduated, they must pass the school's examination in spelling and grammar.

All majors must take a core of basic journalism courses (newswriting, the press in contemporary society, mass media law and ethics). Beyond this, requirements depend on the student's sequence. For example, news-editorial students must also take reporting, news editing and at least three other courses in journalism. Outside journalism, they must take at least three credits in each of these areas: state and local government, U.S. government and politics, recent U.S. history, sociology, psychology and economics. In addition, all students must take an outside concentration of at least nine credits (in addition to the ones above) in a single subject matter, such as economics, political science, history, sociology, etc.

Our students, therefore, have a firm grounding in the liberal arts and what we feel is a strong grounding in journalism.

UNIVERSITY OF FLORIDA

"Why is our program strong?: (1) We have the best facilities in the nation; (2) each one of our 46 faculty members has had professional experience, plus university course work to at least the M.A. level — more than half the faculty hold the Ph.D. degree; (3) each student has a good balance of theoretical and practical coursework by the time he or she leaves the college."

Ralph Lowenstein, dean:

The College of Journalism has 1,500 students in the junior, senior and graduate years. We offer B.S. degrees in Journalism, Advertising, Public Relations and Broadcasting, and an M.A. degree in Communications. We are accredited by ACEJMC in all four sequences in which we offer undergraduate degrees. Our last accreditation was in 1982.

Our students are exposed to the following media opportunities while in school here:

(1) Broadcasting: Four professional stations are assigned to the college. The general managers report to the Dean of Journalism; thus, we are able to use large numbers of students on these stations.

2) Print: Students are encouraged to work on the *Independent Florida Alligator*, a student newspaper completely independent of the University of Florida. It has a daily circulation of about 30,000. Our advanced students produce four Campus Pages each week for the *New York Times*-owned *Gainesville Sun*, from a newsroom in our building. Magazine students produce *G. The Magazine of Gainesville* once a year. Journalism and broadcasting students are beginning to work on Gainesville Cable Press, an electronic newspaper we began on the Cox Cablevision system here in August 1982. We believe we are the first school in the country to begin a 24-hour, constantly updated professional electronic newspaper. It is seen on the basic service channel by 33,000 cable subscribers.

Although broadcast news is produced primarily by broadcasting students, journalism students also may work on our radio and TV stations. We produce local news on the hour, 24 hours a day, on our two commercial radio stations, WRUF-AM/FM, and numerous newscasts, including 20 minutes at noon and one-half hour in the late afternoon on our NPR station, WUFT-FM. Our students produce a professional half-hour news program each weekday night on WUFT-TV, our PBS station.

Advertising students and public relations students interested in promotion work on the *Alligator*, *G.* magazine and all four broadcasting stations.

Why is our program strong?: (1) We have the best facilities in the nation; (2) each one of our 46 faculty members has had professional experience, plus university course work to at least the M.A. level — more than half the faculty hold the Ph.D. degree; (3) each student has a good balance of theoretical and practical coursework by the time he or she leaves the college. We have five different working newsrooms in our building; the *Alligator* is one of the most independent and aggressive newspapers in the country; some 350 of our students held internships last year, many of them leaving the campus for one semester.

Two other factors. We have tremendous media support in the state. I can think of no other journalism school in the country that receives better financial and professional support from publishers, editors, broadcasters and advertising and public relations professionals than does this school. The second factor is a tradition of competition that permeates the school. Our journalism students have won the Hearst Foundation's National Collegiate Writing Championship 12 out of the 23 years it has existed — the last five years straight. Our public relations case study team won first place in the nation in early May. Our advertising students won first place in the district in the National Student Advertising Competition, and now move to the national finals in Washington, D.C. In April, our student broadcasters and photojournalists won the most first-place awards in the five-state competition for Mark of Excellence sponsored by Region 3 of the Society of Professional Journalists. Recently, one of our photojournalism majors won second place in the Hearst Foundation photojournalism finals in San Francisco.

WUFT-TV, manned heavily by students, is listed by Nielsen each month as the No. 1 PBS station in the nation in percentage of homes viewing during prime time. WUFT-FM, only 1½ years old and heavily manned by students, is listed by Arbitron as the No. 1 NPR station in the nation in percentage of homes listening. WRUF-FM, one of our two commercial stations, regularly ranks No. 1 in a seven-station market, although all of the "jocks" and news personnel are students, working under professionals.

UNIVERSITY OF TEXAS AT AUSTIN

"We require our students to pass a grammar, spelling and punctuation test before taking our basic writing and editing courses or any other performance course. . . ."

Dwight Teeter Jr., chairman:

The Department of Journalism at the University of Texas at Austin has roughly 640 majors at the junior-senior level. Students in the College of Communication (of which Journalism is a part, along with the departments of Advertising, Radio-Television-Film, and Speech Communication) do not declare majors until they reach their junior year.

We have only two courses in journalism which are offered at the sophomore level — J312 (Writing for the Mass Media) and J314 (Copy Editing). J312 is required of all our majors; J314 is required of majors in three of our five sequences (News and Public Affairs Reporting, Magazine, and Public Relations). Our other two undergraduate sequences are Broadcast News and Photojournalism.

In addition to our undergraduate majors, we have about 80 graduate students: about 65 at the M.A. level and 15 seeking the Ph.D.

All five of our undergraduate sequences are accredited. Accreditation occurred in the spring of 1978. We were due to have an accreditation visit during the 1983-84 academic year (starting next fall, in other words), but that visit was postponed until the 1984-85 academic year at the request of the accrediting body. The Accrediting Council on Education in Journalism and Mass Communication had more than 30 programs applying for accrediting visits during the 1983-84 year and thus decided to put off the visit for a year where we were concerned.

Although we are a large program, our division into the five undergraduate sequences is useful in cutting down the impersonality that students might otherwise encounter. Our approximate sequence sizes are: Broadcast News, 100; Magazine, 110; News and Public Affairs, 100; Photojournalism, 80; Public Relations, 250.

We have 22 full-time faculty members.

Wherever possible, we staff our courses with full-time and/or permanent faculty members. This is done to provide a better handle on course content than might be possible with many part-time teachers.

Why do I think our program is so strong? There are several reasons: Faculty, students, the *Daily Texan*, *UTmost*, and — of great importance — numerous internships available to our students.

Our News and Public Affairs (newspaper journalism) sequence is headed by Dr. Martin L. Gibson, a journalist with more than 10 years' full-time professional experience primarily with the *Chicago Tribune* and the *Houston Chronicle*. He is the author of *Editing in the Electronic Era*, a standard textbook. Other experienced journalists working with Gibson include Associate Professor Warren Burkett (author of a leading book on science writing) and Senior Lecturer S. Griffin Singer. These faculty members take the lead in the department's writing, reporting and editing courses for newspaper journalism students.

The department's News Lab involves students in our intermediate and advanced reporting course. Students prepare stories for those classes; those are used as graded exercises. Also, these stories — which are typed into a VDT system shared by the Department of Journalism and by the *Daily Texan* — are available for inclusion in the *Texan*. It is an INDEPENDENT student daily, and will use stories produced in our reporting labs if it sees fit. The *Texan* is a 40,000-plus-circulation, five-day-a-week paper for nine months of the year; circulation drops to just over 2,000 per day during the summer.

The *Daily Texan* has the reputation — justifiably, I think — of being one of the best student dailies in the nation. Two years ago, SPJ/SDX named it the best college newspaper in the nation. Its editor, Roger Campbell, served this summer and will serve during the 1983-84 academic year. He interned last summer (1982) at the Louisville *Courier-Journal* and the summer before that with the *Dallas Times Herald*. With his abilities and his internship experience, I am looking forward to a good year for the *Texan*. Also, the head of Texas Student Publications — new this year — is a fine manager: Nancy Green.

Also available to our students —— although not enough of them have worked for this publication —— is *UTmost*, the student magazine. This publication was named outstanding student magazine by SPJ/SDX.

Clearly, the performance by the *Texan* and *UTmost* would not be possible if we did not have able students available. Many of our students — perhaps 40 percent of those in the newspaper sequence — get internships before they graduate, and these, of course, are real career-builders and provide more polished employees upon graduation.

We require our students to pass a grammar, spelling and punctuation test before taking our basic writing and editing courses or any other performance course. This is not a panacea; students often seem to be able to pass the test and then revert to committing grammatical atrocities. Even so, the test is useful because a number of students who have real trouble passing it bail out and seek other majors.

OHIO UNIVERSITY

"The faculty believes in a curriculum built on writing, writing and writing. . . . Students in all of our sequences are put through a rigorous curriculum that starts with the requirement to pass a difficult English proficiency examination. . . ."

Cortland Andersen, director:

Thank you for giving us the opportunity to describe our program at the E. W. Scripps School of Journalism at Ohio University. We are pleased that our professional colleagues responded favorably on our behalf to your survey.

Our program is mature. It is almost 60 years old and has been accredited since 1947.

Accreditation is not at all controversial to us. We think it's an excellent and basic measurement of whether a program fulfills the requirements of a more than routine journalism education.

Our school has just completed the accreditation process again. Our photojournalism and professional graduate programs were accredited for the first time. Our accredited sequences now are news-editorial, magazine, broadcast news, advertising, public relations and photojournalism.

With accreditation of six sequences and the professional graduate program, no school in the country has more accredited sequences/programs. (The University of Missouri has an equal number.)

The school has more than 900 journalism students. About 75 are graduate students.

There is an approximately equal number of students in each sequence. We didn't plan it that way. The numbers fluctuate slightly each year.

As an ink-blooded former newspaper editor, I am concerned that the very best journalism students are no longer necessarily enrolled in the news-editorial sequence.

There is a lot of competition from broadcast news and the public relations sequences.

Yes, public relations.

I believe editors and publishers should do something to combat the feeling among some prospects that the business is not a good long-range career choice.

The most important aspect of our program is the talented, dedicated, stable and mature faculty that devotes individual attention to its students.

The faculty believes in a curriculum built on writing, writing and writing.

Students in all of our sequences are put through a rigorous curriculum that starts with the requirement to pass a difficult English proficiency examination.

Another strong point is the quality of our incoming students. We attract excellent students who are markedly above the university and national averages.

We have tightened our admissions and other standards.

Our students get close one-on-one advice and counsel. Each student meets at least three times a year with his or her faculty adviser.

We require a substantial amount of hands-on work in our skills classes. The reporting and editing classes are required of all journalism students, including those in advertising and public relations. (The latter complain as students, thank us as alumni.)

The school paper, *The Post*, is a five-day-a-week morning independent student publication. It is not a laboratory paper. The paper is under a publications board of faculty, students, staff and townspeople whose appointments are funneled, in part, through the journalism school director. The editors and faculty meet informally to trade ideas, but there is no effort to impose advice.

As a non-lab paper, it tends to contain more errors than a lab paper would. It also tends to be a lot more interesting than a lab paper.

We do have a slick-paper laboratory magazine for the magazine sequence. It is a quarterly, called *Athens Magazine*. Its quality is generally good, but varies as the staff undergoes a complete turnover each quarter.

We require our students to get some kind of practical hands-on experience while they are students. Our internship program encourages students to develop their own internships. We give limited credit (up to three hours) if certain criteria are met.

For those who cannot arrange an internship, we have a program with the *Athens Messenger*, the local six-day-a-week afternoon and Sunday newspaper whose publisher, G. Kenner Bush, has been extremely cooperative. The students work on the *Messenger* copy desk and write stories, mostly features, under the supervision of staff members who serve as adjunct professors.

Speaking of cooperation, we have started a series of internships and other joint programs with the Scripps-Howard Newspapers.

This grew out of a cooperative program after the Scripps-Howard Foundation contributed $1.5 million to the school. We are using up to $200,000 of the funds for architect's plans leading to a building renovation that will cost more than $3 million. We expect to be in our renovated quarters by 1985.

We look forward to othr cooperative arrangements with Scripps-Howard and other newspaper organizations, including faculty and newspaper staff exchanges and professional visits.

SYRACUSE UNIVERSITY

"One of the greatest strengths of our program is our faculty. There is a strong mix of journalistic and academic specialties and interests combined with widely varied professional experience. We also are fortunate in being able to attract a number of distinguished visiting professors who are funded through several endowed accounts."

Edward Stephens, dean:

I am pleased to have the Newhouse School of Public Communications included in your review of journalism programs. We know we are doing good work. We like to hear that others think so also.

There are currently 1,642 undergraduates and approximately 150 master's and Ph.D. students enrolled in our program. We have seven departments or major areas of study: Advertising, Broadcast Journalism, Magazine Journalism, Newspaper, Photography, Public Relations and Telecommunications/Film. We have 47 full-time faculty, approximately half of whom are Ph.D.s, and each semester we use about 15 professionals from the local community as adjunct faculty.

Our students are divided roughly half into the area of print journalism and half into broadcast journalism and telecommunications.

Our programs in advertising, broadcast journalism, magazine, newspaper, photojournalism, and public relations and the school as a unit are accredited by the Accrediting Council on Education in Journalism and Mass Communication.

There is a daily student newspaper at Syracuse University which is not part of our academic program, but our students comprise most of the staff. The Newhouse internship coordinator works very hard to place our students in newspaper internships. This past year we placed students in internships in the local newspapers and national newspapers such as *The Boston Globe, The Wall Street Journal* and *The Washington Post*.

One of the greatest strengths of our program is our faculty. There is a strong mix of journalistic and academic specialties and interests combined with widely varied professional experience. We also are fortunate in being able to attract a number of distinguished visiting professors who are funded through several endowed accounts. Through this program, newspapermen such as Charles Seib and Stephen Isaacs teach enrichment courses to our graduate and undergraduate students. We have also developed a course in Newspaper Management with the publisher of the Syracuse Newspapers that uses executives from the newspapers to teach their specialty areas.

Our students are also an important element in the strength of our program. We attract highly motivated students who thrive in the competitive atmosphere of the school. They quickly become involved in campus publications such as the daily newspaper and in the off-campus internship programs. Our small classes allow faculty and students to develop good working relationships.

Our program has a solid core of reporting, writing and editing courses with an emphasis on thinking through assignments and attention to detail. It concentrates on approaches, not formulas. We do require that a significant number of courses be taken in the College of Arts and Sciences. We require 12 credits in the natural sciences, math and computer science area; 12 credits in the humanities, and 12 credits in the social sciences. An 18-credit minor must also be taken outside the Newhouse School.

We also encourage students to establish a dual major program in which they receive a choice. Students frequently choose a dual major in management, political science, economics or international relations. We find that this type of dual major significantly increases the marketability of our students.

We are also very proud of our high academic standards. Editors find that our graduates can gather information, understand it, present it so that readers understand it, operate under pressure and deal well with editors, co-workers and sources.

We also have a very strong alumni network. There are people who have graduated from Newhouse, have made their mark in the newspaper world and credit a good deal of their success to their training here. A list of our distinguished newspaper alums includes: Lou Schwartz, executive editor of *Newsday*; Sid Hurlburt of the Wilmington papers; Drew Middleton of *The New York Times*; and Al Hamilton, editor of the Greensboro, N.C., newspapers.

An important part of our journalistic effort is our Broadcast Journalism program which, with four professors and 255 students, is one of the largest programs of its kind in the nation. As with our newspaper graduates, the broadcast journalism students seek their first jobs in the smaller, regional markets, and our students are so well received that we see a 95-percent placement rate for this group within the first year after graduation.

All over the field

Students, professors reach no consensus on 'top' schools, but they have plenty of opinions on what a top school ought to do

By RON THORNBURG
Fort Myers News-Press

Ask this nation's next generation of newspaper reporters to name the top university journalism programs and you're likely to get as many different names as there are brands of beer.

Ask the same number of journalism professors the same question and watch out. Nearly half of those professors surveyed for this APME report questioned the sanity of the editor asking the questions.

Ralph Turner, associate professor at the Pitt School of Journalism at Marshall University, put it this way: "In my opinion, and I might add many others, such a survey is dysfunctional and, in fact, damaging to the best interests of journalism education. . . . The results of the survey likely will again promote the idea that the only place decent journalism is being taught is at the Missouri, Northwestern and Columbia campuses. There also are fine programs at such places as Marshall University and Western Kentucky."

The Sigma Delta Chi student chapter presidents whom I surveyed for this report would tend to agree with Turner's contention that there are many excellent schools of journalism. Those students mentioned 29 different universities when asked to name the best journalism programs in the country.

There was less diversity of opinion among the Sigma Delta Chi chapter advisers who answered the same question. The SDX chapter advisers, most of whom are journalism professors, cited 17 different universities as having the best programs.

They also stuck up for their own schools in greater proportion than the students. Seventy-six percent of the journalism professors said their own schools are doing the best job in the nation of educating newspaper men and women. Forty-eight percent of the students thought their own schools deserved the recognition.

There was a similar lack of agreement between students and their professors about what makes a good journalism program and what makes a bad program.

And this APME survey found the debate continues to rage between those who believe in practical, nuts-and-bolts courses and those who stress a heavy dose of liberal arts.

My assignment as part of APME's Journalism Education Committee was to ask journalism students to give me the names of universities where high-quality education for a newspaper career is taking place. I included journalism professors in my survey when Sigma Delta Chi's national office provided me with the names of their chapter advisers as well as the names of their student chapter presidents.

In April I wrote to 172 SDX student chapter presidents and 188 chapter advisers. The students and their professors were sent identical one-page questionnaires.

A total of 47, or 27 percent, of the students returned the questionnaires. A total of 54, or 28 percent, of the professors responded. Many of the professors attached letters to the questionnaire amplifying their answers or objecting to such a "popularity poll."

The survey contained four questions:

1. In your opinion what university journalism program, either graduate or undergraduate, is doing the best job of educating its students for a newspaper career?

2. Please list other university programs that you regard highly.

3. What makes your top-rated university journalism program so good?

4. In your opinion, what is the major failure of journalism education today?

THERE WAS REMARKABLE disagreement among students on the best journalism program. Of the 29 schools mentioned by students, only six were mentioned by two students. No school was mentioned by more than two students.

The six schools receiving two mentions were: Indiana University, the University of Missouri, Northwestern University, the University of Texas, Western Kentucky University and Ohio University.

A total of 21 of the 54 journalism professors who responded said they weren't qualified to answer the survey's first question. Of those who did answer, however, there was some agreement on a few schools.

Of the 17 different schools cited for their programs by professors, five received two or more mentions: the University of Missouri, listed by eight professors; Columbia, five; Northwestern, four; and the universities of Florida and Minnesota, two each.

Professor Turner was hardly alone in his condemnation of the survey and its aims.

Wallace B. Eberhard of the University of Georgia wrote: "In all honesty, I can't judge the best program in journalism education. I am not trying to put your project down, but I think the responses will tell us little and only serve to refuel an impossible argument on 'the best.' The same thing might be said about soap, automobiles or law schools, for that matter. I know of no objective set of criteria that will let us arrive at an answer to your honestly posed question."

Others worried that the survey favored large schools with nationwide recruiting at the expense of smaller, high-quality schools that draw their students from within their own states. Said Richard W. Lee, head of the Department of Journalism and Mass Communication at South Dakota State University: "What comes out of a national vote for the best four journalism schools is an answer based largely on size. It suggests, and I think unfairly, that a South Dakota kid who is a fine high school journalist ought to go off to the nation's 'Number One Journalism School.' That decision serves neither him/her nor us. And it wouldn't serve South Dakota's newspapers. . . . "

SLIGHTLY MORE PROFESSORS, however, felt comfortable with the survey's second question, which asked for the names of "other good journalism programs." Only 15 felt unqualified to answer that question.

The SDX advisers named 55 schools in this category, and 31 schools were mentioned more than once: Indiana University was mentioned 16 times; the University of Missouri, 11; the University of Minnesota, 10; Columbia and the University of Wisconsin, 9 each; Northwestern, 7; Kansas, 6; Ohio University, North Carolina and Texas, 5 each; and Oregon and Syracuse, 4 each.

The students mentioned 57 schools in the "other good

journalism programs" category: Columbia, mentioned 14 times; Northwestern, 6; Missouri, 5; Indiana, 4; University of Texas-Austin and the University of Texas-Arlington, 4 each; and Florida and Georgia, 3 each.

When students were asked what makes a top journalism program so good, they responded in four broad categories. According to the students, the nation's best journalism programs:

☐ Stress a practical approach making use of a strong campus or lab newspaper. "Western (Kentucky University) stresses a practical approach to journalism. Both our newspaper and yearbook are among the best in the nation," one student wrote.

☐ Require or stress internships. "The combination of a demanding in-school scheme and the requirement of at least one internship worked in order to graduate. A University of Bridgeport journalism student graduates with both barrels loaded, so to speak — he/she is armed with degree and experience," one student wrote.

☐ Hire experienced faculty and have a low student-faculty ratio. "Caring instructors, personal attention, a strong curriculum, a supportive dean, a fine laboratory newspaper at J-school, a fine campus newspaper, a strong internship and placement program" were the characteristics cited by one student.

☐ Maintain a strong placement program.

When professors answered the same question as the students, they stressed slightly different aspects of the best journalism programs. In general the professors believe the nation's best journalism programs:

☐ Have high standards and tough grading. One professor wrote: "High standards, tough grading, meaningful assignments, demanding extracurricular program, great internship program, and emphasis on professional journalistic skills. Extremely good faculty with many years of professional experience."

☐ Demand internships and have close ties to the newspaper industry. "We demand internships and we work our kids hard. We also maintain very close ties with the industry," a professor wrote.

THE SURVEY'S FINAL QUESTION — "What is the major failure of journalism education today?" — illustrated just how wide the disagreement is becoming over what a good journalism program should be.

One professor wrote: "The teaching of fundamentals is being abandoned in favor of quantitative research, philosophical maundering and other esoterica. The academics now in control don't even KNOW the basics."

But another SDX adviser had an opposite view: "Some programs place so much emphasis on skills that they've become vo-tech schools. They've done this at the expense of educating their students. So-called skills courses would be much more useful to students if they aimed to educate rather than only train." Another professor said too many journalism schools are "over-concerned with tools, techniques, technology and nuts 'n bolts. When schools do this, they fail to adequately concentrate on the substance or the content of journalism."

An exponent of the practical approach retorted that the major failure of journalism education is: "The emphasis on mass communications. Journalism education has lost its roots; it seeks academic respectability through communications theory and publishing newspaper preparation has become secondary. We have forgotten to teach students to write, edit and spell. The accrediting association has not helped. Communications has replaced education as the major area of study, and students dedicated to newspaper work have vanished."

In general, these were the main complaints voiced by professors:

☐ Liberal arts courses neglected.

☐ Too much emphasis on communications theory.

☐ Low pay for teachers.

☐ Insufficient support from the university administration.

☐ Departments forced to accept poorly prepared students.

☐ Failure to keep up with changing technology.

The students in this survey were clearly divided by this debate, too. For example, compare these two statements by students:

☐ "Journalism education concentrates too heavily on theory and not enough on usage/practical experience. Even schools which emphasize campus papers and internships suffer, though, because the emphasis on theory tends to be writing and communication theory. . . ."

☐ "I think they should require more study in political science and economics. Also, more literature courses should be required. Too many students I know have little appreciation for the value of words and their use."

There wasn't even across-the-board agreement on the need for university journalism schools to keep current with the latest newspaper technology. Although many students saw this as a major failure, one student wrote: "Too much emphasis on technology. Indeed, technology in our field is expanding, but students may neglect to realize you have to have a news sense and be a good writer before you type that story into the computer."

In general, these were the students' chief gripes about journalism education:

☐ Not enough variety in courses.

☐ Failure to teach journalism ethics.

☐ Language skills poorly taught.

☐ Internships and practical experience not required.

☐ Professors out-of-date.

THE LAST WORD in this report is reserved for one of the SDX chapter advisers who took the time to thoughtfully answer my questions.

Professor J. Brent Norlem of the Department of Mass Communications at St. Cloud (Minn.) State University threw down a challenge to the newspaper industry. His words may be blunt, but you won't miss his point:

"As a former newsman, I had drilled into me the importance of fairness, balance, thoroughness, objectivity. I keep seeing these surveys by the newspaper industry of what is wrong with journalism education. Admittedly, there is a hell of a lot wrong with J-education in the U.S. today: most 'journalism' schools are ripping off their majors with shoddy programs and should be forced to shut up shop.

"But when is the last time you've seen a survey of what the newspaper industry should be doing to assist and improve J-schools? (Neither have I.) Why? Because the industry loves to bitch about the crappy products coming out of today's J-schools but will make only token efforts to improve the situation. Foul!"

10 good J-profs

Here is a selection of some of the best in the field, and a bit about why they are so regarded

By CARL KEITH
Omaha World-Herald

The assignment was to select 10 outstanding journalism teachers. The task, we decided, would not be a rating of THE top 10. That seemed to be something beyond the capability of one person, or committee, or several committees.

What we present is a cross-section of outstanding journalism teachers.

The teachers named are intended to be representative of some of the best in the field. And the short profiles which follow aren't published as an honor for those selected. Rather, they are presented as another way of informing editors about what is going on in the minds of teachers and in the classrooms of journalism buildings.

In spotlighting these particular teachers, we used names suggested by editors responding to David Hawpe's survey on top journalism schools (which included a question about teachers), and we borrowed from the selections made by a panel of editors brought together by the Modern Media Institute to choose recipients of the 1983 ASNE national journalism teaching awards.

Several people helped compile the short profiles that follow: Warren Agee of the University of Georgia, Marvin Jones of the Chillicothe Gazette, *and David Lewis and Mary Heng of the* Omaha World-Herald.

'I want students to take pride'

Douglas A. Anderson of Arizona State University is the epitome of what students like in a teacher.

He is bright (a magna cum laude journalism-English graduate of Hastings College in Nebraska in 1970).

And he backs his teaching of reporting, editing and communication law with five years of work on the *Hastings* (Neb.) *Daily Tribune*.

"I want students to take pride in their writing, their editing and their intellectual pursuit of truth and knowledge," Anderson said. "I show them that I care.

"In writing and editing classes, we — the students and I — work diligently to improve impoverished, passive, bloated sentences. We write, rewrite and rewrite."

Anderson, who headed the Nebraska APME in 1973-74, keeps pace with changing practices by talking with working journalists; by reading newspapers, publications and books; by judging newspaper competitions, and by attending workshops and conferences.

Anderson shies away from the "city-editor approach" to teaching journalism.

"My approach is stern and critical — not tyrannical," he said. "I find the tyrannical city-editor approach an inadequate substitute for good teaching.

"The rant-and-rave method can be a crutch for instructors who know poor writing when they see it, but who have difficulty explaining how to improve it."

Anderson often writes for professional and scholarly publications (about 30 articles in the last seven years). He is now working on his third textbook — on sports reporting — having completed texts on editing and advanced reporting.

For his editing classes, Anderson searches out the winners of national layout contests and subscribes to newspapers for short periods to stockpile examples.

"In my editing classes," Anderson says, "we are as likely to discuss the design philosophy of the Henderson (Ky.) *Gleaner*, the Marion (Ind.) *Chronicle-Tribune* or the Grand Island (Neb.) *Independent* as we are *The Washington Post*."

Anderson, 36, joined the Arizona State faculty in 1979.

"My philosophy of teaching," Anderson says, "is imbedded in two goals: (1) I strive to do a better job each semester than I did the term before, and (2) I try to make all students — through hard work and planned direction — better than they were when they started the semester."

Emphasis: Basics, and thinking

David McHam of Southern Methodist University approaches each of his editing students with what sometimes can be a disarming lesson.

"I just tell them they have to be good," McHam said. "If they're not good, I just tell them to do something else."

Indeed, McHam stresses that his editing classes are not fun and games.

"I'm serious," he said. "There's no messing around. I don't believe in that kind of thing in my editing class. But once people become interested, the class becomes fun and an intellectual experience."

McHam, who has taught at SMU since 1974, also teaches critical writing and history of journalism. His professional journalism experience includes stints at the *Houston Post* and *Dallas Times Herald*.

"In editing, my goal is to make the students competent journalists," he said. To help accomplish this goal, McHam attacks editing weaknesses such as commonly misspelled words and "trick words."

"Students don't know much of this at all," he said. "I'm not repeating what they already know. I teach their weak points. There's no need to teach them their strengths."

Hyphens and apostrophes represent the "ultimate" editing problems for students, McHam said.

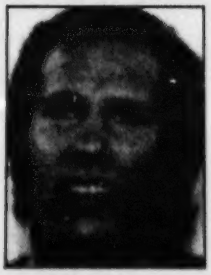
For each editing class, McHam constructs a syllabus filled with spelling, grammatical and word-usage exercises. His class also explores ways to help minimize sexism and racism in journalism.

"I try to be straightforward," McHam said. "I make them toe the line. I give them a choice to do what I expect or to go somewhere else."

McHam, who earned his master's degree at Columbia University, also has taught at Baylor University.

McHam said the most pressing problem in journalism today could be summed up in one word — thinking.

"We need to think in an organized and systematic manner," he said. "That's what I'm trying to do in my class. I tell my students, 'Go to it.' "



Clarity, clarity, clarity

Gerald Lanson of New York University stresses the fundamentals to his students, such as: "Clarity, followed by clarity, followed by clarity."

To achieve this, his students are given an assignment, write about it, have the story critiqued, then rewrite it.

The students he most enjoys are those with curiosity.

One of the toughest things "is to help them recognize that everybody is a potential story. It's better to take a curious person and work on his writing than to take a good writer who's bored with the world."

Lanson, who earned his bachelor's degree in English from Haverford College near Philadelphia, does not believe in pitting student against student in his classes.

"I believe in creative cooperation rather than creative competition," he said. "They should learn to compete with themselves. They will be distracted if they are competing against others.

"I do tell them, though, that eventually journalism is a very competitive business, but that it's foolish to measure themselves against their classmates."

Lanson also said he has few set rules for his students to follow. Two favorites, though, are "Better never than late" and "Better never than inaccurate."

Lanson said one of his concerns today is "that journalism is beginning to sacrifice information for entertainment." He mentioned the Gannett Co.'s newest venture.

"I personally hope that other newspapers don't take *USA Today's* lead and make all stories short and snappy," he said. "Sometimes information needs to be conveyed in more length."

Lanson said newspapers can learn from *USA Today's* approach to graphics, layout and the use of color, but that sometimes, reporters need more space in which to tell a story.

"I think any story can be made interesting with good writing and careful editing," he said.

The 34-year-old assistant professor said he enjoys the close relationship he has with his students.

"I can get much more involved with the students as individuals," he said.

When he first started reporting at *The Record* in Hackensack, N.J., Lanson's beat included "covering everything that moved." He then moved to the copy desk and also covered environmental affairs. He has been at NYU since September 1979.

'I try to help others'

John Bremner of the University of Kansas believes the root of a word usually reveals the root of a word-usage problem or editing error.

Bremner emphasizes not only grammar but also etymology. Thus the question confronting the editing student becomes twofold: What does this word mean and why does it mean that?

Bremner attempts to teach his students to "love the English language . . . because the language of American newspapers ought to be English, not jargon."

But Bremner, who has been teaching at KU since 1969, says you can't love the language until you know it first.

"You have to know where it comes from," he said. "You have to know the etymology. You have to persuade your students to know it. Then you write a couple of books and make them read them."

Bremner sometimes tells his students, "It's better to be fooled occasionally than to be suspicious constantly — except in a newsroom."

Bremner was a priest before earning his master's degree from Columbia University and his Ph.D. from the University of Iowa.

"I try to help others," he said. "I have had a couple of careers in my life, and they both have been concerned with helping others.

"The greatest reward I receive is when former students thank me — especially when I have been tough on them and they didn't understand why I was tough on them."

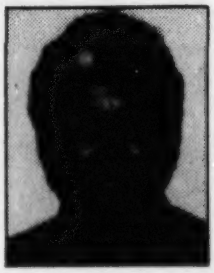
When Bremner returns a piece of copy, students receive a rank. Such a system gives confidence to those doing well and provides "danger signals" to those who may be in the wrong business, he said.

"I stress that the students are not competing with one another; they're helping one another," Bremner said. "I grade individually."

Bremner said copy editors should strive to improve the language of reporters: "Be accurate. Be consistent. Be fair. Be imaginative. And study etymology."

Quoting a famous Chicago editor, Bremner says, "If your mother says she loves you, check it."

Under a Gannett Foundation grant, Bremner is on a leave of absence until August 1984 to conduct regional seminars on copy editing for professional journalists and others.



Students must be 'suspicious'

JoAnn Dickerson of the University of Texas-Arlington believes in disciplined journalism.

"Through discipline, you help students learn to think," Dickerson said. "I work them like professionals and call on my own professional background to bring professional judgment on their work."

After a two-year stay at the University of Nebraska, Dickerson became an associate professor of journalism this fall at the University of Texas-Arlington. As usual, she is striving to "keep everything as current as possible."

"I don't think you can keep the students interested with exercises from a workbook. You need to keep their attention, and once you get their attention, you can get them to develop discipline."

Dickerson keeps a steady supply of newspapers on hand in the classroom. "Textbooks get out of date quickly, but newspapers are always current," she said.

Dickerson, who also has taught at the University of Kansas and at the University of Missouri, said journalism schools must help re-establish credibility for the profession.

"Students must try to perform according to professional standards," she said. "We must help them realize ethical and moral standards. Not enough stress is put on this in journalism schools."

Dickerson emphasizes that students must be suspicious: "It's one of the basics of anything you do in journalism. . . . I want to implant suspicion in them — not to the point of cynicism, but to the point of asking questions."

Dickerson, whose extensive professional background includes work at the *Houston Chronicle* and *Los Angeles Times*, enjoys life in the academic world.

"I like working with young people and being in the position to share with them," she said. "I didn't see any job on a newspaper that would let me use all my knowledge."

'Accuracy' isn't always enough

Horace G. "Buddy" Davis of the University of Florida instills "a healthy respect for accuracy" in his journalism classes.

Since joining the faculty in 1954, Davis has concentrated his teaching on news and commentary writing and investigative reporting.

Davis has mixed his teaching experience with professional writing, winning many awards in both fields. For 21 years, he served as an editorial writer for the *Gainesville Sun* while he was teaching.

Davis said accuracy constitutes not only the facts, but the presentation of a balanced story.

However, he said accurate information is not enough unless it's related to life and coherent for the reader.

Davis, who earned his master's degree from Florida in 1952, says accuracy can't be taught solely through lectures.

So the professor uses the technique of writing and critiquing either in class or in private conferences. Sometimes he even provides a student with a taped critique.

Davis insists on students specializing in a subject by reading widely in areas about which they are writing.

For four years, he was state capitol correspondent for *The Florida Times-Union* in Jacksonville. He worked during the summers for the Atlanta *Constitution* and *The Miami Herald*.

Davis recently began writing a column for member dailies of the New York Times Co. group in Florida.

Davis' editorials won him the Sigma Delta Chi Distinguished Service Award in 1963 and a Pulitzer Prize in 1971.

Davis says teaching keeps him on his toes: "It stimulates me and is a constant challenge to my thinking, making me a better professional."

He insists on serious approach

Mel Mencher of Columbia University approaches his job scientifically.

"I am very interested in the processes of reporting and writing," he said. "It's important to know how a journalist thinks in the act of reporting. The journalism process is essentially a scientific method.

"You can't be a journalist if you can't think."

Mencher, who also has taught at the University of Kansas, says one of his main goals is to make students understand the mission of the journalist.

"It's a moral occupation," he said. "I want to prepare them for the intellectual demands and the demands of the craft that the times place on the students."

Mencher insists that his students be serious about their craft.

"If newspapers see entertainment as the way to survive, then perhaps I don't want to be a journalism teacher," he said. "I teach my students to be conscientious and serious in a contemporary America."

Mencher, whose professional experience includes correspondent work in South America for *The Christian Science Monitor*, doesn't preach flashy writing.

"There is a tremendous fear that you have to write cleverly," he said. "As a consequence, a lot of people are writing about writing. The Janet Cooke case is an example of this. That case had nothing to do with reality.

"Journalists should be called reporters, not writers."

Mencher said that because Columbia has only a one-year master's program for journalism, he emphasizes the practical side of the profession.

"We work everybody to death," he said. "We're a graduate school. We have 7½ months to produce a polished journalist."

Teaching with the tender touch

Ben Baldwin of Northwestern University is content with his career choice. Which is a good thing. At age 64, he's one year away from retirement.

"My brother was an outstanding reporter on the *St. Louis Post-Dispatch* and my father was a mortician," Baldwin recalls with a laugh. "Those were my two role models, and when it came time to make up my mind about a career I followed my brother."

Baldwin set out to get a job in journalism after earning his journalism degree from Southern Illinois University. But it was the Depression, and the job market was tight. He wound up on a Work Progress Administration (WPA) crew. After a year of that, he enrolled at Northwestern's Medill School of Journalism for a master's degree, figuring it would improve his chances for a job. It did. He earned the degree and spent 10 years in print journalism and broadcasting, including stints with WGN in Chicago, Voice of America and Mutual Broadcasting System in New York. He returned to Medill 28 years ago, this time as teacher.

Baldwin is proud of his broadcast experience, pointing out that he wrote for three of seven baseball broadcasters inducted into the Baseball Hall of Fame. He still freelances for magazines and has been an active consultant for a chain of business magazines for 13 years. But he is just as proud of his teaching career, which he said is another side of his professional experience. "I'm just in the training end of it," he said.

"I had reached a plateau. I probably was as good at what I was doing as I was going to get," Baldwin said of his reason for moving into teaching. "And I liked young people, although I didn't realize at the time how much I would like them."

Baldwin teaches with a tender touch, he said, because he believes students learn faster from a friendly face.

"I think the secret of teaching is winning the students. I am not what I would call a tough-guy teacher. Some teachers teach through terror, but I do not.

"I don't want you to dread coming to my class; I want you to have faith in me," he continued. "If you're afraid of me then I don't think I can teach you."

The friendly approach doesn't mean he takes it easy on students, Baldwin said. He still emphasizes the basics of accuracy and honesty, he said. And hard work and more hard work.

"There's no mystique to it. I work them damn hard on their papers and it seems to work because a lot of my students are very successful."

Her goal: Provide the basic tools

Shirley Biagi of California State University at Sacramento understands that when some students enter her classes, they may know little more about current news than the names of a few rock stars.

"But hopefully, when they leave they have some knowledge of politics, national issues and local public issues," Biagi said.

Biagi emphasizes knowledge of the news with periodic quizzes. By the time students graduate, Biagi said, she hopes she has given them more than a sense of news.

"I feel that I'm providing the basic tools. I feel that I ought to be able to teach them everything they need to know so they're ready to work at a newspaper or magazine or any journalism job with composure and style," she said.

For Biagi, 39, "everything" includes the basics — accuracy, discipline and completeness — and an ability to relate well to sources. Biagi said the press needs to reconcile differences with the public and empathize with them in order to improve the poor image readers hold of the press.

"It's going to an accident and understanding their grief so you don't intrude upon it," she said.

Biagi draws upon experience as a magazine writer for the *California Journal* before she became a lecturer for California State in 1972 and a full-time assistant professor in 1975. She keeps her hand in journalism by writing magazine articles (more than 100 for the likes of *The Christian Science Monitor, Parade* and *Family Circle*) and books, two of which will be published next year.

Biagi encourages professional journalists to build upon their experience with periodic retraining, a suggestion she believes some editors are reluctant to consider.

Biagi teaches refresher courses to journalists at Sacramento, the University of California at Los Angeles, the University of California at Davis and the University of Hawaii. Use of writing coaches is another way to refresh reporters and professors alike, she said.

"It's a very good idea for us to become part of the profession and to test each other," she said.

Internships are another way for professionals and teachers to support each other, she said.

Biagi said she was disturbed that some newspapers — including some in her area — do not accept interns.

"That upsets me because that's the best lab my students have."

Students learn by doing

Ruth D'Arcy of the University of Missouri School of Journalism figures that Missouri graduates have about a two-year jump on graduates from other schools.

The school publishes a daily newspaper — and not one of your run-of-the-mill lab papers either.

"This is not a campus newspaper," D'Arcy said. "The *Missourian* (of which D'Arcy is lifestyle editor) is a morning newspaper staffed by professionals. Our readers are paying to buy the newspaper."

D'Arcy, who received her B.A. from Wayne State University in Detroit, worked for *The Detroit News* for 32 years before moving to the University of Missouri nine years ago. She said she supervises more reporters now than she did at *The Detroit News*. Each beginning and advanced reporting and copy editing student spends nine hours a week on the newspaper staff. So it takes more reporters to put out the paper, she said.

The *Missourian* floods Columbia with about 150 reporting students each semester, she said. Those reporters are in addition to those sent out by the town's other newspaper, *The Columbia Daily Tribune*.

"There's very little crooked going on in this town because there are too many reporters roaming around trying to find stories," she said. Because of their numbers, competition for stories is keen, which is good for students, D'Arcy said.

"They sure learn competition here. I think it's necessary when they get out working.

"I want to make them working newspeople. We subject them to all the criteria that I would have expected of my staff at *The Detroit News*."

D'Arcy said most journalists today could learn a lesson from lifestyle writers by personalizing and localizing their stories.

"For a story on single mothers, my students would have to find out from census data how many single mothers there are in the U.S. these days and how that's reflected in Columbia. For a story on mentally ill children, we would not be satisfied talking to psychiatrists. You have to talk to the parents, visit with the family. Get that human element."

D'Arcy also is director of the Penney-Missouri Awards, established with a grant from the J.C. Penney Co. in 1960 as a way of improving newspaper feature sections through competition and through seminars for lifestyle editors. Thus, her influence has reached far beyond her students. "Through the years, very much due to the Penney program, 'women's sections' became lifestyle sections," she said.

A challenge to journalism education

A professor elaborates on his blunt comments in San Diego and offers his prescription for making J-schools better: Make them tougher.

A year ago at the APME convention in San Diego, Dr. Michael Burgoon challenged journalism education to be better. The challenge was a little surprising in that Burgoon is an academic himself — professor of communication at Michigan State University in East Lansing.

In a panel discussion updating research by his colleagues (Dr. Judee Burgoon and Dr. Charles Atkin) and himself on editor-staff relations for ASNE's Newspaper Readership Project, Burgoon offered this terse critique — some might say indictment — of American journalism education:

"Journalism education is falling further behind in its failure to prepare people to deal with the quantitative world, to prepare them for management roles, by doing lots of remedial education in the name of college training.

"If we talk about insularity and isolation of newspaper staffs, we can't do that without talking about the insularity and isolation of academics across the country. I think they're out of it now. They don't understand newsrooms, and if you're looking for help from journalism educators, you're putting your money in the wrong place. It's going to get worse before it gets better. . . ."

Burgoon's comments — footnotes, really, to the larger topics he addressed — went unchallenged and unexplained in San Diego.

Ed Bassett, editor of the Statesman-Journal *in Salem, Ore., and a former journalism school dean himself, asked Burgoon to reflect on his observations on journalism education in the question-and-answer exchange that follows on the next page, and in Burgoon's accompanying article.*

At San Diego you charged that journalism educators do not prepare people for the newsroom environment.

Journalists do claim that they were not well-prepared to begin a career in the newspaper business. In fact, a majority of the journalists have specific suggestions for improving J-schools and a large majority are extremely negative about the entire experience. I suggest you look at *The World of the Working Journalist* report we have completed as part of the Newspaper Readership Project.

Are schools and departments of journalism or communication to abandon all remedial work?

Basically, I think journalism schools are going to have to abandon *all* remedial education that leads to the B.A. degree in journalism. They cannot continue to be the refuse dump of students who cannot make it in other, more rigorous disciplines. In my opinion, the only way to solve the staffing problems of such schools is to develop, institute and enforce very rigorous admittance standards. I think that in times of economic cutbacks, J-schools are going to have to admit only the brightest and best (in an ideal world) and certainly are going to have to admit only those students who can already write, spell and use the English language. Students who cannot meet such entrance requirements might have to take remedial writing courses either in journalism or elsewhere so that they can in the future meet stiff requirements.

Second, journalism schools are notorious for offering "mickey" courses in which low grades are rarely, if ever, given. One immediate solution is to flunk people out of the writing sequence and send them elsewhere to gain skills.

Third, I am not opposed to screening people out of journalism programs whose attitudes and behaviors are not consistent with a professional program. This might be somewhat difficult in our public universities but not impossible.

Fourth, I advocate setting tough requirements and prerequisites in English, math and the sciences for all students prior to entering a school. Such schools should not be the haven for the non-quantitative seeking a major without a math requirement.

You told the APME editors that educators are not going to be of help to the editors. Who can help editors and newsrooms then?

It is my belief that journalism schools are presently totally unprepared to provide solutions to the problems brought to light in these combined research projects.

First, there is the rather severe problem of the insular and isolated journalism professor. In my travels, I have been struck by how little time professors spend in active newsrooms. I do not see them in newspapers in college towns; I do not see them in large numbers at professional meetings. In my own school, I see little evidence of active involvement of professors in any news organization. That is not to say that some of this does not go on; it does. But I doubt that many editors would argue with my conclusions that a whole lot of professors are out of touch with print journalism as it exists today. In fact, they told me so in large numbers during this data collection.

Second, journalism professors have yet to determine where they fit in the scheme of things within the university community. In many colleges, there seems to be little scholarly respect for the J-schools. Many professors do not meet the standards of scholarship of the larger institution either in terms of advanced degrees or research/scholarly output. In such cases, salaries in J-schools lag behind those in other disciplines, and the best and brightest can always find a better-paying (and maybe more rewarding in other ways, too) job in a newspaper. It is the fault of faculties that more research and scholarship do not go on in journalism schools. There are many research opportunities that go unnoticed by J-school faculty. In many cases, it is because the faculty does not have sufficient training to do scholarship, and in other cases it is because the faculty is not very good. There is also a structural problem in some universities in that working in, consulting with or doing applied research is not really a part of the mission of that university. There are no rewards when it comes salary and promotion time for such activities, and naturally enough it ceases to occur.

Third, in these economic times, I do not foresee state legislatures and governing boards providing the money it takes to solve some of the problems of the profession. Therefore, I do not think the help can come from J-schools to any significant degree. The answer in large part to the perceived problems has to lie in mid-career training. That is an expensive and time-consuming process for the J-schools. It is also not without risk. The students have been coming to the undergradate programs in record numbers. You have to work to set up intelligent training programs for professionals. I am not sure that many staffs are even capable of providing such training and many are certainly not willing to expend the effort to be innovative and creative in such offerings.

Therefore, I think much of the training function will shift to private sources, primarily the groups who have the resources and foresight to realize that the undereducation of their employees will have long-run financial impact if they do not do something and do it now. Moreover, the groups can hire very qualified people on a full-time basis or hire the best and brightest consultants and teachers without awarding them lifetime employment contracts and do the job more efficiently and probably at a higher level of quality than any university can presently do alone.

Fourth, inertia tends to rule all academic departments, and journalism schools are paradigm cases. Instead of being pro-active and providing answers to working journalists, these people have been at best reactive. I see little leadership in terms of setting an agenda coming from the academic quarters. Instead, I mostly see such efforts coming from executive editors and upper management in the groups.

You concluded that journalism education is not preparing people well to deal with a quantitative world of preparing people for management roles, falling further behind in education.

J-schools need curricular revisions of a massive nature. It may be that others ought to follow the lead of some major schools and forget about accreditation. For example, when J-schools reside in a college of communication, it is sometimes the case that students are not allowed to take basic courses in interviewing, interpersonal relations, communication skills and public speaking because of the interpretation that the 45-hour rule applies within the college. That has been the case at MSU. Moreover, it may be the case that we are losing good students to tracks in mass communication, advertising, public relations and communication because the courses are more contemporary, interesting and challenging in addition to offering the chance to develop management skills which lead to higher-paying jobs. Part of the so-called brain drain may be due to course structure as well as starting salary.

There are very few management courses. There are almost no management *programs*. Again, it is very difficult to hire a person who can teach such courses, given the economic realities of academia. Should we expect a top-flight manager to take a position for $20,000 or $30,000 a year? I do not think so. Reporters tell us that such programs are not available to them and that they are turning to M.B.A. programs which do not really meet their needs although they are better than no training at all.

Why numbers matter

The 'quantitative world of the journalist' requires a better understanding of statistics and research for reporters, for editors, for managers

By DR. MICHAEL BURGOON
Professor of communication, Michigan State University

The world is becoming increasingly quantitative and journalism education is not preparing young would-be journalists to live well in that world. When I expressed that thesis in an off-handed comment during a question-and-answer session at the annual meeting of the American Society of Newspaper Editors in May 1982, I had little idea of the "interest" such a remark would generate. That such comments would be seen by some as controversial and by others as wrongheaded surprised me.

Therefore, I jumped at the opportunity to expand on my comments in this forum for professional journalists.

First, the locus of disagreement with my statement seems to reside in different places for different groups. There are those who strongly disagree with my assertion that the world in which we all live is a quantitative world. Some profess to not understand what a quantitative world might be. Others reject the notion that journalists have to deal with a world that has become increasingly complex, more scientific and certainly more data-based.

One editor attempted to disabuse me of such notions immediately after the meeting by saying that the social sciences had contributed nothing to our collective understanding of human behavior and that newspaper people would be better off just ignoring anything that was based upon either numbers or some quasi-scientific attempt to understand more about the public they intend to serve.

That was not the first time that I encountered such skepticism about using research to aid in making journalistic decisions. Along with my colleagues, Dr. Judee Burgoon and Dr. Charles Atkin, I have traveled the country for the past 12 months interviewing working journalists about a variety of issues. We have learned a great deal about their concerns.

We are hearing of the need for action and training from those in the trenches daily. Journalists know their weaknesses, and their strengths, better than researchers or managing editors in most cases, and there is less disagreement among the ranks of working journalists on this question of needing to better deal with an increasingly quantitative, complex world than editors might concede.

A second area of disagreement centers on my comments about the problems in journalism education as I see them. Much of this disagreement comes from educators who have a vested interest in defending what it is that they are *now* doing. Some educators believe that it is not a quantitative world and that what they are doing is preparing young people in the best way they know how to enter the profession. Others accept that the world is changing but do not see it as their obligation to provide a different kind of education for would-be journalists. Yet a third group truly believes that their programs prepare people adequately to exist in the complex data-based world in which they will be working. I tend to disagree with all of them. Few journalism schools are now preparing people to understand research or to be modern decision-makers. Having spent the past decade and a half in academic climes, I can certainly testify that many students are attracted to the allied communication disciplines for the wrong reasons. They come to us *because* they have a low math aptitude and our programs do not require they do anything about such weaknesses. Some are mathematically illiterate. Some are seeking an easy way around prior educational deficiencies. The end result is that our communication colleges become a haven for the non-quantitative seeking on-the-job training.

I AM NOT ARGUING that journalists should become mathematicians, statisticians or social science researchers. What they should become is educated consumers who have some idea of whether research is good or bad, whether numbers are being used to conceal or deceive or whether sources are "lying with statistics." They need to understand all kinds of decision-making criteria, quantitative or not. How one can cover business and economics without a basic understanding of the principles of economics escapes me. Moreover, how one can pretend to understand the principles of economics without some understanding of quantitative methods is beyond me. Given politicians' increasing use of the media, sophisticated polling and targeting techniques, and the use of numerical evidence by the candidates themselves, I do not understand how one can adequately cover an election without more sophisticated knowledge of the increasingly quantitative political arena. I find few journalism schools addressing themselves to such basic educational issues.

"Few journalism schools are now preparing people to understand research or to be modern decision-makers."

Dr. Michael Burgoon

Colleges of business long ago recognized the need to train would-be managers in the quantitative sciences. Journalism schools have been slow to recognize such a need, partially because the faculty are not themselves trained in such methods. Many young journalists aspire to advance to management positions as soon as possible but lack the training to do many of the tasks required of media managers. There are few first-rate newspaper management programs even in existence in our

colleges and universities. Journalists have told us that there is a crying need for such training, yet educators are reluctant to make such changes because it invitably brings a diff'rent type into their realm. There is no reason why such programs could not exist and flourish. Educational administrators claim that staff just cannot be found to develop such programs. That is nonsense and is the same kind of argument that kept women and blacks out of academia for too long. It is no wonder, given the parochial views of many educators, that many of our best and brightest are seeking the M.B.A. as their graduate degree. Simply stated, many management programs are more in touch with the needs of our people than are we.

WITHOUT THE PROPER emphasis on decision-making, which must include but not be limited to quantitative methods, the next generation of newspaper managers will not be as likely to come from newsrooms as they will be to come from the business side of media operations. The trend towards such management appointments is a concern out there in the newsrooms of this country, and the experiences we had suggest that it will get worse before it gets better unless changes are made in journalism education.

I am not an academic who has been isolated from the real world and is unaware of the working world of what are mostly bright and dedicated people who staff our newsrooms. As citizens, we are fortunate to have such people out there serving us. Many of my views have developed as a result of talking with practicing journalists in over 40 newsrooms in the past four years. These people can be taught to use data and serve their public better.

While I am not suggesting that they abandon their own notion of journalistic obligations and become "data crunchers," I am suggesting that the understanding of quantitative methods, research techniques and, yes, even numbers will serve the profession in the long run. As a researcher, I know that journalists can understand research and will use it if professional researchers take the time and effort to make it useful, meaningful and understandable. Researchers underestimate the sophistication of journalists, just as journalists tend to underestimate the sophistication of their readers. Worst of all, educators in many cases just dismiss all of this as irrelevant to their mission and serve no one by clinging to their myopic view of the world.

Decisions will continue to be made based in part on quantitative evidence; news of the world will continue to be expressed in different forms including the numerical. People will use research for good and bad ends. The question remains: Who will report on, analyze and interpret those numbers for the media-consuming public? I suggest our only alternative is the working journalist who has always been our eyes and ears to the world. Without more training to prepare journalists for that role, we have a lot more to fear than fear (of numbers) itself.

'Glamor' no substitute

Educators say newspaper jobs sometimes disappoint students

By BRYAN CANTLEY
Canadian Daily Newspaper Publishers Association

We put the shoe on the other foot for a change and asked some journalism educators how they think newspapers are handling their former students.

In many cases, the answer was: not well at all — especially in their entry-level salaries and ongoing training.

In fact, some educators said, newspapers may be in danger of losing potentially excellent journalists to public relations and advertising, where starting pay is higher. The "glamorous" life of a reporter or editor no longer is enough to compensate for lack of compensation, they said.

Reese Cleghorn, dean of the College of Journalism at the University of Maryland, said enrollment is up in public relations and advertising courses at the expense of news-editorial, but newspapers are more than ever dependent on journalism graduates to fill openings.

"I think both the need by newspapers to hire journalism students and the trend (away from news-editorial courses) ought to suggest to newspapers that they have to be competitive at the entry level and pay better salaries," Cleghorn said, adding that he has noticed a general improvement in wages for experienced reporters and editors.

R.H. MacDonald, head of the Department of Journalism and Communications at Washington and Lee University in Virginia, added: "I've heard reports of smaller papers offering $150 a week; that's just a slap in the face."

It isn't just salaries that educators complained about.

They listed the following faults of daily newspapers in the care and feeding of their graduates:

- ☐ Lack of newsroom training.
- ☐ Lack of editorial training via seminars and conferences.
- ☐ Lack of feedback on their work.
- ☐ No sense of accomplishment.
- ☐ Overload of "hack" and routine work/not enough challenge.

On the other hand, not all educators were critical of the job newspaper editors are doing with their graduates. Some said they believed newspapers already were placing greater emphasis on retraining and were working far more closely with journalism educators than ever before.

Some of the comments from U.S. and Canadian educators:

☐ *Ralph Lowenstein, dean of the College of Journalism and Communications, University of Florida:* "I think our students are treated very well from all the feedback I get." He cited statistics indicating that 68 percent of his graduates started their careers at a Florida newspaper and 62 percent took their second jobs at a Florida newspaper. He lauded the support of the Florida State Newspapers Association.

☐ *David Whitaker, head of the Department of Journalism, Western Kentucky University:* He said he makes sure his

students' eyes are open before they leave school so that they aren't disillusioned when they enter the real world. "We don't paint a picture of a rose garden," said the former editor of the Louisville *Courier-Journal*. One of his biggest complaints is that newspapers don't provide mid-career training. Too often, he said, "professional training" amounts to a junket for an editor. The worker on the firing line seldom is allowed to go. "We did a good deal of in-house training, but we could have done more."

☐ *David Klatell, chairman of the Department of Journalism, Boston University:* "I'm not overwhelmed by the degree of training offered at newspapers." Students are expected to continue learning on their own — it's considered their responsibility. Graduates are satisfied with simply having jobs in their first two years and appreciate the responsibility and freedom of a reporter's job, he added. It's when that bloom falls off that dissatisfaction with the job sets in.

☐ *Stuart Adam, director of the School of Journalism, Carleton University, Ottawa:* "I don't get reports from grads who feel they've been treated unfairly. Maybe I should."

☐ *James Hoyt, director of the School of Journalism and Mass Communication, University of Wisconsin, Madison:* Alumni complain chiefly about the lack of feedback and direction from editors, he said, but that may be "inevitable since they come off a campus where all we do is give them feedback and criticism. They perceive the absence of a complaint about their work to be good, but they sure would like to get more direction." There is "a crying need" for outside workshops based on overwhelming responses to university-sponsored workshops.

☐ *Richard Lunn, chairman, School of Journalism, Ryerson Polytechnical Institute, Toronto:* Newspapers are "not doing a very good job at all" of providing further training after graduates are in the work force. "Kids leaving here know their training is over. They know they'll have to learn on their own."

☐ *John Mitchell, professor, S.I. Newhouse School of Public Communications, Syracuse University:* The most frequent complaints he hears from former students are an overload of "hack" work and no sense that their job can lead anywhere. That's especially true, he said, of smaller newspapers, where reporters' work is simply accepted with no indication of how good or poor it is or how the reporter is doing. "They (the alumni) just don't know," Mitchell said.

☐ *Robert Haverfield, placement director at the School of Journalism, University of Missouri, Columbia:* He said the largest chains and newspapers have good training programs and are becoming more salary-conscious — but he can't say the same for smaller papers. "Salaries are coming up, but not as much as in other fields," he said, pointing to a 1981 survey which showed that the average starting salary was $214.07 for those in news-editorial, and $265 for those in public relations.

As for upgrading of skills, "There's not as much as there should be. . . . I don't think there's the kind of training there should be. You're pretty much on your own unless someone (at a newspaper) comes along and sort of adopts you, takes you under his wing. It's up to the student to go out and get the training."

☐ *Edwin Bayley, dean of the Graduate School of Journalism, University of California at Berkeley:* "There's not enough criticism and evaluation; they (new reporters) want somebody to pay attention to the quality of their work."

He added, "I think editors are not doing their job" in critiquing reporters' work. "They could take the time to do it, too. I had a city editor at *The Milwaukee Journal*, and he took two or three minutes even at deadline to discuss my work," he said.

A mid-career workshop that worked

J. Richard Nokes, retired editor of the Portland Oregonian, *has a possible solution to the problem raised by educators in the previous report who said many of their students are disappointed by the lack of continuing training they find at newspapers. In the following piece, Nokes describes a mid-career seminar held in June at Linfield College, where he is now a visiting professor, and offers some thoughts on how newspapers — perhaps through APME — could offer similar workshops on a regional basis.*

By J. RICHARD NOKES
Linfield College, McMinnville, Ore.

During the 19 years I spent on the city desk of *The Oregonian*, I watched as senior editors and publishers took off for such spas as French Lick or Washington, New Orleans or San Francisco to attend APME or other conventions and hear the latest on the developments and challenges of the newspaper business.

A few of their nuggets of information trickled down to us lesser mortals on their return, but I thought there must have been far more of value that could have been reported to the staff.

Later, for a dozen or so years I was privileged to attend APME and ASNE conventions (and once even a publishers' convention) and heard the fine reports of study committees and addresses from the president on down. I learned about developments in new technology, about the credibility gap, about the threat from cable news and the like.

The experience was always exhilarating, but I was no better than my predecessors in passing on the word. I became more convinced than ever that somebody should provide greater mid-career educational opportunities for those of our staffs who seemed likely prospects to be the managing editors and publishers of the morrow.

Of course there were Nieman Fellowships to Harvard and American Press Institute seminars at Columbia and later at Reston and others, but only a few could attend. I thought there should be more and shorter regional workshops that could be conducted by journalism schools or foundations for the men and women who are in the newsroom trenches. Teachers and preachers, doctors and dentists are expected to take refresher courses and obtain advance degrees after they enter their professions. Why would not journalists and their newspapers profit from the same type of experience?

OTHER EDITORS with whom I spoke through the years seemed to agree. But none of us did anything about it, except for an occasional Sigma Delta Chi chapter which would get inspired on a one-time basis.

When I retired as editor of *The Oregonian* in 1982, my

alma mater, Linfield College in McMinnville, Ore., invited me to become a visiting professor of journalism for a couple of years. The president, Dr. Charles U. Walker, agreed to have the college sponsor just such a workshop as I had desired.

We failed to obtain foundation support, so we went at it on a pay-as-you-go basis with Linfield College agreeing to offset any red ink. The Oregon Newspaper Publishers Association provided moral and public relations support as co-sponsor.

THE KEY to the success of the workshop was the fine cooperation of various distinguished editors, including several active in APME. In fact, APME was the foundation stone and could be the catalyst for other such seminars.

Joe Ungaro, president of APME, lent the prestige that attracted mid-career newspaper persons from five Western states: Arizona, Montana, California, Washington and Oregon. He not only was the keynote speaker, but remained through the session as a resource person, as did several others. Neither Ungaro nor any of the other six faculty members asked for an honorarium, and most waived expenses as well.

The theme of the session was "The Future of Journalism." Ungaro, vice president and executive editor of the Westchester-Rockland Newspapers, spoke on the topic "Will Newspapers Be Alive in 1995?" (yes).

Others on the faculty were James B. King, member of the board of APME and vice president and editor of *The Seattle Times;* William Hilliard, executive editor of *The Oregonian;* David Halvorsen, managing editor of the San Francisco *Examiner* and chairman of the APME Changing Newspapers Committee; Ed Bassett, editor of the *Salem* (Ore.) *Statesman-Journal;* Phil Neiswanger, president of the Oregon Newspaper Publishers Association and publisher-editor of the Roseburg *News Review;* Linda Kramer, assignment editor for Portland television station KOIN and president of the Willamette Valley Chapter of the Society of Professional Journalists/Sigma Delta Chi.

Linfield faculty members served as moderators for panel discussions and kept the discussion rolling.

Sixty attended the opening banquet, at which Ungaro spoke. Several of them were Northwest publishers or editors. Thirty-five attended the full session, which was the maximum number desired by workshop planners.

A QUESTIONNAIRE, distributed at the last session, brought 20 reponses, all favorable. One or two beefed about dormitory conditions, one thought the seminar was a half-day too long, and another thought it should have been a day longer. All had high praise for the faculty and the seriousness with which the leaders approached their subjects.

Registrants included an editor, assistant managing editors, city editors and assistants, news editors and assistants, copy desk supervisors and two graduate students.

Halvorsen brought along his tennis racquet, but the Oregon mist prevented court action.

The charm of the Linfield seminar was that it finished in the black (or almost so — I haven't seen the final figures yet), even without subsidy. Each paper or individual paid $100 to cover registration and room and board in college facilities.

Linfield College has a strong communications department and has provided Northwest print and broadcast media with a large number of graduates.

The advance mailing and an article in the publishers' magazine did not register with some Oregon publishers, but papers in Northern California, Phoenix, Missoula and Washington provided regional support. Some publishers said later they would have sent a staff person had they known of the event in advance.

Two-thirds of the staff of one newspaper attended. It was the *Curry County Reporter,* a southern Oregon weekly. Publisher Bob Van Leer and his daughter participated in the session, while Mrs. Van Leer tended the business. Because the region has more small dailies and weeklies than it does metro-size dailies, the faculty spoke to all segments of print journalism.

PRELIMINARY SOUNDINGS indicate interest in regional workshops if cost can be kept low. One way of doing that would be to obtain foundation grants; another would be to do what Linfield did — seek volunteer faculty persons and use low-cost dormitories and dining facilities.

Sue Reisinger, managing editor of *The Miami News,* pointed to one problem voiced by several: depletion of a staff that is never large enough to do what the M.E. wants done. She said the *News* does provide educational opportunities for key staff persons such as Nieman Fellowships, API seminars and Modern Media Institute programs in St. Petersburg. Her paper has no set policy on granting leaves for long-term educational sessions such as graduate school.

Jim King of the *The Seattle Times* said his paper will grant six-month leaves with full protection for job and perks. He also praised the Linfield seminar and said he would send staff persons again. The city editor and Sunday editor attended the 1983 workshop.

The Oregonian has had no formal policy on educational leaves but does participate in Nieman and API programs and considers applications for longer leaves on a case-by-case basis. It sent several key staff members to Linfield.

Some who responded to the Linfield questionnaire said their papers would pay the expenses to nearby short seminars. But there appeared to be no pattern of answers to a question concerning leave time for a year or more of study.

IN SUMMARY, the Linfield experiment suggests that an organization such as APME, perhaps through the Journalism Education Committee, might explore the feasibility of establishing a speakers' bureau of editors willing to participate in such short-term, mid-career workshops with their own publishers paying their expenses or at least granting them the time. It could be conducted at little or no cost to the sponsoring organization by utilizing college dormitory and dining facilities. It could operate similarly to the ANPA editor-in-residence program, in which newsroom executives volunteer to spend two or three days on a college campus with journalism or communications students on college campuses.

By providing informed and inspirational leadership, the workshops would encourage younger journalists to remain in the profession at a time they might be considering career changes because of "threats" from competing media. Too, an informed faculty could provide information on the trends and the future of newspapers.

Recruiting: Investment in the future

Even in tough times when jobs are scarce, many newspapers still seek out the top students

By ROSALIE F. CARROLL
University of Arizona

They had been told time and again that times were tough, jobs very scarce.

Only the best and most persistent would get jobs in the summer of 1983, professors stressed, so when Gannett's Phil R. Currie and Mary Kay Blake announced they would interview on campus, the word went out — fast.

Gannett had hired straight from the campus the year before, and was showing an interest in entry-level journalists at a time when many J-students couldn't get a resume past a wastebasket.

So, when the Gannett team arrived at the University of Arizona in Tucson, its program — delivered in half-hour time slots for each student — had been sold out, and the waiting list was growing. When they left 36 hours later, the two weary interviewers had talked to 36 students. Six weeks later, two jobs had been offered, one filled.

At a time when there are far more applicants than there are jobs, one might wonder why anyone is spending money to recruit. But editors interviewed for this report said that, despite the economy, recruiting is continuing, although at a somewhat reduced pace.

"It's important public relations," said Currie. "It shows schools that you care, even in the bad times."

Currie and Blake visited 25 to 30 campuses nationwide this year, about average for Gannett, which has the largest organized program of its kind in the nation. Gannett's Office of News Staff Development places anywhere from 125 to 250 employees in a good year (1982-83 was not), about 80 percent of them in entry-level positions.

Although few papers have anything approximating Gannett's operation, most do some kind of recruiting, going to favored campuses and gearing interviews to their paper's special needs. Much of what is called recruiting is done in conjunction with summer internships filled through applications distributed through college journalism departments.

"The (internship) program is our investment in the future," says a poster soliciting applicants for the *Arizona Republic's* internship program. "We know the better we train our interns, the brighter the future of newspapering."

The *Republic*, which regards its internships as a good means of exposure both for students and the paper, hired eight interns for the summer of 1983. The paper does not recruit formally, but its editors visit Arizona campuses in public service capacities and meet students that way.

Newspapers also use internships as a means of encouraging and developing minority talent, a much-sought commodity in today's newsrooms. Two major minority job conferences — one at Howard University in Washington, D.C., the other at the University of Southern California in Los Angeles — are held early each year and draw recruiters from major newspaper and broadcasting companies from across the country.

"It's part of the *Courant's* overall commitments to exposing minorities to journalism," said Richard Barnes, metropolitan editor of *The Hartford Courant*, who visited Howard and attended the Los Angeles conference in 1983.

Barnes eventually hired 15 interns for summer 1983 jobs at the *Courant*, all but one a member of a minority.

"Since our internships don't lead to full-time jobs, ours is a long-range program. But they can start here, then go to a job on a smaller paper, and eventually remember us when they want to move on," Barnes said.

Hiring or not, many editors make it a practice to visit college campuses, both as a public relations effort and to get a line on future talent. Many combine such visits with business trips to the area.

"Wherever we go, we talk," said Michael Stricklin, assistant managing editor of the *Fort Worth Star-Telegram*. "I'm watching 25 to 30 young people that I've talked to over the last couple of years," said Stricklin, a former associate professor of journalism at the University of Nebraska who regularly visits journalism departments at schools in Texas and neighboring states.

Others make trips solely for the purpose of recruiting. Editors from the *San Jose Mercury-News*, for example, toured campuses in California and the Midwest as well as the Ivy League schools this spring to get a line on both the talent and the schools. As a result of that trip, 11 interns were hired and "futures files" were created.

The San Jose editors also exchanged information on top prospects with other editors in the Knight-Ridder chain.

Another Knight-Ridder paper, *The Miami Herald*, has used its internship program as a prime recruiting tool, an effort that has proved its worth over the years. Its 12-week program, which paid $325 a week in 1983, drew 600 applicants, and editors visited campuses in the Midwest and Northeast to interview students.

"We find our internship is a good source of full-time employees," said Managing Editor Pete Weitzel, who as deputy managing editor was in charge of the *Herald's* internship program. "I recently did an informal survey and came up with about 50 people in our newsroom who started as interns," Weitzel said.

Journalism educators are eager to welcome the editors and work hard to attract them to campus.

The University of Kansas at Lawrence, for example, has a professor who devotes almost full time to placement and coordinates such visits.

But recruiting business has been down this year, according to Dana Leibengood, associate dean and placement coordinator for the Lawrence campus.

"In a good year, we get 40 to 45 recruiters a year, but we'll have only about 25 this year," Leibengood said.

Visits are announced well in advance, and students are urged to come prepared. At the University of Arizona, where Gannett talked to the 36 students, many students submitted resumes and clips to professors to critique and were given some idea of what to expect.

They had 30 minutes to make an impression and were urged to make the most of it.

"A half-hour isn't very long, but we can very quickly get a feel for how the student would come across as a reporter, an idea of their general knowledge, how articulate they are," Currie said.

Currie and Blake have developed a system for keeping track of the 800 to 1,200 new faces they see each year, taking extensive notes and using tape recorders to capture impressions. They have the notes transcribed and establish files on students in whom they are interested.

The recruiters work closely with the editors of Gannett's 86 daily newspapers, and when they spot a hot prospect or a potentially good match, get the names out to the editors. Eventually matches are made.

In one case last spring, a part-time University of Arizona journalism student from Kansas, eager to return to her home state, was placed in a newsroom in Coffeyville, an arrangement that was working well a year later.

"That was a stroke of luck," said Blake. "We don't find many that want to go to Coffeyville."